DOCUMENT RESUME

ED 349 430 CE 061 931

TITLE	Life Skills Resource Guide for Senior Adult Learners.
INSTITUTION	Leon County Schools, Tallahassee, Fla.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE	90
NOTE	126p.; For a related document, see CE 061 930.
AVAILABLE FROM	Leon County Schools, Adult and Community Education, 3111-21 Mahan Drive, Drawer 106, Tallahassee, FL 32311 ($45).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Adult Education; Consumer Education; Coping; Cultural Enrichment; *Daily Living Skills; Earth Science; Fine Arts; Health Education; History Instruction; Language Skills; Mathematics Skills; *Older Adults; Reading Skills; *Resource Materials; Science Education; Self Esteem; Social Sciences; Space Sciences; Writing Skills
IDENTIFIERS	353 Project; *Life Skills Program

ABSTRACT

This life resources guide for senior adult learners contains activities in the life skills curriculum. The manual is organized by content area and instructional goal. Under each instructional goal, one or more activities is given. A list of resources is at the end of each section. The activities cover the following topics: (1) consumer education; (2) coping skills; (3) creative living; (4) enrichment; (5) expression; (6) health education; (7) history/social science; (8) language arts; (9) life science; (10) math; and (11) physical/earth/space science. (NLA)

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ED349430

Leon County Schools
Department of Adult and Community Education

Life Skills Resource Guide for Senior Adult Learners

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Office of Educational Research and Improvement
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The development of the Life Skills Resource Guide for Senior Adult Learners was made possible by a 353 Project funded through:

State of Florida
Department of Education
Bureau of Adult and Community Education

1989/90

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Introduction

The following pages contain activities designed to assist senior adult learners in the successful completion of the instructional goals outlined in the Life Skills Curriculum. The activities were compiled by instructors and most have been used in senior adult classes. The activities are intended to be used as resources, to be modified and revised as needed, and to be used as a starting point for class discussions and further study. This manual is in no way intended to serve as a rigorous guide to teaching. Rather, we hope that it will pique the creativity of instructors and learners in a way that will lead them further into exciting learning experiences!

The manual is organized by content area and instructional goal. Under each instructional goal, one or more activities for that goal is given. A list of resources has been placed at the end of each section. You are encouraged to visit the Adult and Community Education Resource Center to browse through these and other available resources.

Foreword

This resource guide has been developed to aid adult basic education (ABE) classroom teachers in meeting the needs of senior adult learners. The most important goal of each teacher should be to assist each senior adult learner in the realization of individual self-worth, dignity and respect. Having achieved this goal, the teacher will have greatly contributed to improving the quality of life of the learner.

The cooperation and assistance received from ABE classroom teachers, the writing team that shared their creative ideas to make this guide possible, is appreciated. Their knowledge and understanding of senior adult learners and the learner's needs enabled them to provide age-appropriate and interesting activities. A special note of gratitude to Carol Graham-Peavy for sharing her editorial talents and skills. Her skills, knowledge of senior adults' needs, and belief in the right of senior adults to have the best quality of life, made her a valuable asset in the preparation of this guide. Thank you to Barbara Van Camp and Patricia McDonald for their guidance and belief in the value of senior adult education. Finally, a special thanks to Brenda Kiser for utilizing her production skills to make this guide attractive and functional.

It is our hope that with the assistance of the Life Skills Curriculum and Resource Guide for Senior Adult Learners, and through compassionate and creative instruction, this program of senior adult education will continue to be a success.

Life Skills Resource Guide for Senior Adult Learners

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1990

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Consumer Education

Instructional Goal

A. Understand and use the principles of comparison shopping.

Activity

1. As a group, discuss the subject of grocery shopping.
2. List on a board or piece of paper questions, needs and helpful hints related to grocery shopping.
3. From this list, plan a series of activities designed to help solve problems in grocery shopping.
   a. Plan a week of meals together. Start with seventy-five dollars and have the group plan $75 worth of meals.
   b. Plan a trip to a nearby grocery store. Schedule a tour and talk with the manager. Inform the speaker, in advance, of the needs of your class. (Do the handicapped need assistance? Can there be assistance with comparison shopping? Are there any special sales?)
   c. At the grocery store, check the prices of the food included in the previously planned menus. Determine if what has been planned is within the $75 limit.
   d. Purchase one or more pre-planned meals on the field trip. Allow those having particular problems, with carts or making change, to independently accomplish as much of the task as possible.
   e. Prepare the purchased meal items in class.
   f. Discuss the field trip and the food preparation process.
   g. As a group, write up a mini-grocery guide for senior adults.
   h. Create a class library of large print books and class-compiled information generated in class.

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Instructional Goal

B. Understand the purpose and coverage of different kinds of insurance.

Activity

Lead a group discussion asking the following questions:

What is insurance?
What kinds of insurance are available?
Why do people need insurance?
What are some of the problems with buying insurance?
Who do you talk to about insurance?

List some of the sources available to help with insurance:

Local Legal Aid Society
Insurance agents (talk to several)
American Association of Retired Persons

Discuss how each of the above sources might help with insurance.

Legal Aid Society - individuals that can help with problems concerning the policy.
Insurance agent - individuals trying to sell a policy (be sure learners realize they do not have to buy a policy if they talk with an agent).
American Association of Retired Persons provides special insurance programs for senior citizens.

Locate a variety of insurance forms, provide learners with "practice" forms to complete.

Source: *Activities for Special Needs, Writing Team, 1986; Leon County Schools Adult and Community Education (Activity Revised 1990).*

Activity

Recruit an outside speaker to discuss various types of insurance needs. The speaker may be from an agency, from the field of social work or from the private sector.

1. Prior to the discussion by an outside speaker, ask learners about their insurance needs. A good activity to stimulate discussions about their actual needs is to role play. The participants in the role play might be the insurance salesperson and the insured.

Questions that might be asked during role play include: "If I get sick, how will I be able to pay for a doctor? a hospital stay? nursing home care? medicine? therapy?"

2. Write the questions that arise during role play on cards. These questions can be given to members of the class and be addressed by the speaker upon request.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

C. Understand rights and responsibilities as a consumer.

Activity

1. Write names of different products in large print on 3x5 cards. (Washing machines, televisions, refrigerators, freezers, cars, and stereos are all possibilities.) Any other products that learners may have owned in their lifetime would be appropriate.

2. Give one card to each learner.
3. Arrange learners in a circle.
4. Have learners reflect on each product individually. Can they name a time when that item may have been broken and needed repair? Were they able to use their warranty effectively? Did any legal steps have to be taken to have the item replaced or the money refunded?
5. Write suggested solutions from actual experience on the board. Elicit other input if difficulty with a given product has never been experienced.

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Activity

1. Pass out advertising sections of the newspaper to small groups.
2. Ask each group to pick out an item to "purchase".
3. Ask each group to call the store to inquire about cost, warranty or extended warranty. (Calling two or more stores reinforces the idea of comparison shopping.)

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Instructional Goal

D. Indicate an understanding of important factors relating to housing.

Activity

Contact a local housing agency (Tallahassee Housing Foundation, Tallahassee Housing Authority, etc.) and ask for an employee or volunteer to speak to the class about housing.

Prior to the visit, ask learners to formulate questions for the speaker. Examples may include:

1. What are average rental rates for this area?
2. If I am renting, who is responsible for repairs to my home?
3. What can I do to make my home/apartment safe?
4. What is an energy audit?
5. What are my housing options in this area?

NOTE: If a speaker is not available, ask for brochures or pamphlets to add to the class discussion.

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Instructional Goal

E. Understand the value and use of credit and budgeting.

Activity

Discuss the definition of buying on credit or charging.

Ask learners to list advantages and disadvantages of credit cards.
For example:

Advantages: Good for an emergency, if you do not have the money.
Spread out payments of an expensive item.

Disadvantages: You can spend more than you realize.
You can spend money for everyday expenses and not have enough for bills.
The interest costs you extra money.
It discourages shopping around.
It will get you into trouble if you do not pay your bills on time.

List different types of commonly used credit cards.

Discuss what might happen if you do not pay bills on time:

Lose the item or service that you purchased
Get a bad credit rating
Have to pay a late charge
Can be taken to court

Source: *S.R.A.: Home Skills, n.d., p. 7.6.3.4. Activity revised by Leon County Schools Adult and Community Education, 1990.*

Activity

Get permission to allow one faucet in the room or restroom to drip into a bucket (make a big sign that says, "let me drip," if necessary).

Measure and note how much water collects. Later, use the water to water plants, wash out art brushes, etc., but do not waste it. Use this activity as a springboard for a discussion on conservation and lower utility bills. Discuss the cost of heat and air-conditioning and ways to save both money and energy. Encourage learners to watch the newspaper and television for news about the price of utilities, shortages and the economical use of utilities.

Source: *S.R.A.: Home Skills, n.d., p. 7.6.2.4. Revised by Leon County Schools Adult and Community Education, 1990.*

Instructional Goal

F. Understand the purchase and maintenance of personal items.

Activity

1. Ask learners to discuss the year, make, model and color of cars they, or family members have owned in their lifetime.
2. Ask learners to share times that they remember having car trouble. What was the problem? How was it repaired?
3. Lead a discussion using the following:
   a. If you have a flat tire, must you always purchase a new one? No, often the tire can be repaired.
   b. Name the fluids that should be checked regularly in an automobile. Gasoline, brake fluid, transmission fluid, oil, water for radiator, anti-freeze/coolant, water for windshield wipers.
   c. How often should you have your oil changed? Depending on the car and how it is used, every 3,000 to 7,000 miles. (Check the manual for your specific make and model.)
   d. Why do we wax cars? To keep the paint from fading and wearing.
   e. How much does gas cost today? Approximately $1/gallon. (How much did it cost when you purchased your first car?)

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Instructional Goal

G. Identify various forms of consumer fraud.

Activity

Discuss the following:

Has anyone ever paid for an item or service that they have not received? Has anyone received an item that wasn't what it was advertised to be?

In the following pairs, identify which would most likely be a fraud and which would most likely be a legitimate offer.

#1 a. New Diamond Skin Cream!
Melts away wrinkles in hours. Money-back guarantee, no risk. Mail $25.95 to Diamond, Inc.

b. New Fresh & Young Skin cream!
Makes your skin feel and look younger. Only $4.95 at your local grocer.
(Note: On item b, you can return the cream where you purchased it.)

#2 a. Two people you have never met before knock on your door and offer to paint your house for $50.

b. A local company leaves a flyer on your door announcing a special senior discount ($50 off) for house painting services.
(Note: Either could be a fraud, however with b, you have a local company to contact.)

#3 a. A charitable organization calls and asks for a donation.

b. A charitable organization representative asks you about your insurance policies and your will.

(Note: Again, either could be a fraud, but be especially careful with b. Your personal affairs such as policies and wills should be handled by you without any pressure from people who you do not know.)

Further Discussion Questions:

What does a money-back guarantee mean? (You can get your money back for certain reasons.)
How can it be enforced? (It often cannot.)
How should you decide a fair price for an item or service? (Compare prices.)
How should money be sent through the mail? (By check or money order.)
How can you avoid a fraud? (If it seems too good to be true, it probably is. Ask questions and don't make hasty decisions.)
What if you are taken advantage of, do you have any recourse? (Report the incident to the Department of Consumer Affairs.)

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

H. Demonstrate correct use of the telephone.

Activity

1. Ask each learner to recite his/her telephone number.
2. Ask each learner to recite his/her address.
3. Ask each learner to recite the emergency telephone number (911).
4. Stress the importance of knowing the proper procedure for making an emergency call:
   a. dial 911
   b. state name
   c. state address
   d. state the nature of the emergency
   e. speak in a clear, calm, voice
   f. if possible, try to stay on the phone
5. Ask learner to give examples of reasons necessary for calling 911.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Activity

1. Prepare a tape or cards that give a name, phone number and message. Sample: "Hi, is Sally there? This is Jim Black and I would like Sally to call me. I would like to borrow her garden tools. My phone number is 555-3221. Thanks!"
2. Prepare a message sheet or give learners blank paper to write down information.
3. Ask learners to listen and write the important information from the message.

Source: *SEIMS: Social Skills, 1977, p. 30 36.02. Activity revised by Leon County Schools Adult and Community Education, 1990.*

Activity

1. Ask learners if anyone has had trouble finding a needed telephone number.
2. If so, ask the learner to state the information he/she needed. If not, randomly select a number from the telephone book for learners to find.
3. As a group, find the number in the telephone book. Make sure you explain to learners the importance of understanding topics, headings, and listings.
4. Discuss the special sections which contain governments and other listings.
5. Encourage learners to always make attempts to find phone numbers on their own, but if they cannot find the number, remind them to call the information number.

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Activity

Locate phone number of pizza parlor in telephone book (optional).

Dial the phone number and role play the procedure for ordering a pizza "to go" (teacher may need to play the operator to simulate a real situation).

Learners then role play answering the door and paying the delivery person (be sure to stress safety precautions necessary with strangers at your door).

Variation: Learners may actually call, order, then eat pizza after the class has mastered the skill.

Discuss other restaurants in the phone book which may have delivery service.

Source: *SEIMS: Social Skills, 1977., p. 30 37.01. Activity revised by Leon County Schools Adult and Community Education, 1990.*

Resources for Consumer Education

Housing Options for Seniors Today: A Workbook for Older Consumers; Patricia Baron Pollak and Denise A. DeGregoric, 1986. Cornell Cooperative Extension, New York State Office for the Aging. This workbook provides valuable housing information and activities to assist learners with decisions about their housing options. Topics offered include: in-home services, home sharing, financial alternatives and much more. Excellent resource; relatively large print for ease of reproduction.

The Do-Able Renewable Home: Making Your Home Fit Your Needs; John P. S. Salmen, 1985. Consumer Affairs Program Department, American Association of Retired Persons. This is an informative guide that introduces learners to special needs that may arise and to innovative ways to meet those needs. Areas covered include: inexpensive ways to adapt kitchen and bathroom to special needs, ways to make doors and keys easier to operate, and simple approaches to fixing dangerous "trip hazards" on doorways. Most suggestions include devices that are available at any local hardware store.

Preventing Fraud Against Older Floridians; Package produced by the Office of the Attorney General, The Capitol, Tallahassee, FL. This folder provides a number of booklets and pamphlets regarding fraud and the elderly. The literature is filled with examples of types of fraud. A good educational tool and discussion springboard.

Solving Life Problems in Consumer Education 2; Donna Blitzer et al., 1980. McGraw-Hill Book Company, NY. A basic skills book that provides information and practice exercises on a variety of consumer issues. Of special interest are the following chapters: Buying Insurance, Wise Shopping Practices, Buying and Maintaining a Car, Consumer Guides, and Consumer Protection.

Checking Account; Daniel M. Finn, 1983. Fearon Education, A Division of David S. Lake Publishers, California. This is a basic manual that provides instructions and practice exercises on all facets of checking accounts. Skills covered include: writing checks, cashing and depositing checks, and balancing a statement with a check register.

Using Credit; Sharon Bywater, 1980. New Reader Press, NY. This workbook provides information and discussion questions for obtaining and using credit. Appendix includes worksheets for learners to use for figuring interest, filling out a credit application, paying bills and learning a "credit vocabulary".

Forms and Applications; Sally Pasley and Dee Williams, 1988. Cambridge Adult Education, Prentice-Hall Regents, Englewood Cliffs, NJ. This booklet provides activities for learning about different types of forms and applications. Chapter contents include: Personal Information, Employment, Military Service and Criminal Records, Medical Information, Credit Information and Government Forms.

Telephone Skills; Sally Pasley and Dee Williams, 1987. Cambridge Book Company, NY. This guide includes using directory and information listings, long distance calling and a final review section. Lessons are well organized into units for easy presentation.

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Coping Skills

Instructional Goal

A. Demonstrate an understanding of the changing behaviors of people as they grow older.

Activity

Facilitate a group discussion of the stages in adult life. Concentrate on the fifth and sixth stages as identified in Stages in Adult Life by Mary Charuhas, pp. 56-63.

Read aloud to residents the brief accounts of Jacob, Charlene and Ed.

Follow the reading with questions regarding their handling of the retirement years. [Discussion leader should read the introductory material prior to class discussion.]

1. *How do you feel about Jacob's attitude toward his activity in his retirement years?*
2. *What does Jacob's story say about people who make their business their life?*
3. *Charlene cannot relive the years when her husband made all the decisions for her. What might she have done to accept more responsibility since her children have limited time in which to help her?*
4. *What does Charlene's story say about allowing others to make decisions for you?*
5. *What made going through the fifth stage of life easy for Caroline and Ed?*
6. *Even if you didn't have money to travel for a few months, how could you use this time in your retirement years?*

Read the brief examples of Evelyn and Nana as presented. Follow the reading with questions. (Avoid a rote asking of one question with rapid movement to the next one. Remember, these questions are for stimulating discussion; they may provide an opportunity for personal sharing.)

1. *How might you say that Evelyn is preparing for death?*
2. *What is Evelyn leaving for her children?*
3. *In Nana's last days she felt comforted and loved. Is it possible to have these same feelings in a nursing home?*

Source: *Stages in Adult Life; Mary Charuhas, 1982. Scott, Foresman and Company, Glenview, Illinois, 1982.*

Instructional Goal

A. Demonstrate an understanding of the changing behaviors of people as they grow older.

B. Recognize factors influencing one's self and the ability to interact with others.

Activity

Conduct a class discussion with a small group. A few suggested topics are given. Talking together does not usually just happen with aging people; they must meet and be introduced on a regular basis.

In addition to providing many actual topics for discussion, Discussion Topics for Oldsters in Nursing Homes also has sections on listening skills, group discussion techniques, and discussion leader do's and don'ts. The following excerpts are samples of the numerous topic areas this resource offers. It is helpful to have a backup activity in case a selected topic fails to stimulate interest.

Discussion Topics

Marriage: Give the pro's and con's of marriage. Give the pro's and con's of celibacy. Of divorce. Who "gave you away in marriage," (if a woman)? What was Bluebeard famous for? What is meant by the expression "for better, for worse"? Describe a honeymoon, your own or another's. What is meant by "bid and banns," "asked in church"? Can you name the men and women in famous marriages? List in order, your rules for a happy marriage.

Letters: Can you describe the longest letter you ever received? The shortest? The saddest? Do you have an ancient letter in your possession? Why has it been saved? Have you ever kept a child's letter? Have you ever had a hard time writing a letter? Lost an important letter? Received a proposal by letter? Everyone describe a letter which changed your destiny. What is meant by third class mail? How much is postage now? Airmail to another country?

Boss: Who Should Be The Boss, The Man or His Wife? Why? Does there really always have to be a "boss"? Would you have preferred having the situation changed in your life? Are children influenced by who is "boss", do you think? What special responsibilities should the "boss" be given? Can you think of instances when the wrong "boss" was in charge? Is this sometimes an unhappy job?

Genealogy: Can you name both grandmothers and grandfathers? Did you know them? Tell something about them. Have you studied further back in your family line and found people to be proud of? What nationality are you? How many countries are represented here? What is meant by "next of kin"? Who had the most uncles, aunts, nephews, nieces, cousins, brothers, and sisters? Have you known people you felt closer to than your own flesh and blood? Has anyone ever belonged to a fraternity? What does it mean? Have you ever attended a family reunion? What characteristics do people in your family seem to have?

Nursing Homes: How big would the ideal nursing home be? Where would it be located? Who would be administrator? What would the menus be? How would the chapel be equipped? The kitchen? Day rooms? Lounge? Recreation room? Dining room? Patios? What special features would the building have? What doctors would you like? What additional program activities would you like? What would your room be like?

Women I: What other words do you think of in association with "women"? Matronly, petticoat, skirt, moll, broad, feminism, gynecology, the distaff side, weaker vessel, dame, madam, mistress, dowager, squaw, Venus nymph, wench, girl, unmanly, effeminate, old maid, bachelor girl, spinster, harem, ladylike, maidenly, etc. Do they exceed men in any way, do you think? Are they any less pugnacious? Do they actually gossip more than men? Talk more? Prove poorer automobile drivers? Go to pieces in a crises? In other countries where women have been "liberated" such as Russia, are they at a real disadvantage in any way? Have the modern conveniences of housekeeping actually proved beneficial to women, do you think? What should women do with their "extra time", if not get a job, in the present day?

Horses I: In a broad sense, what other members are in the horse family? (asses, zebras) How many types of draft horses can you name? Riding horses? What is the difference between a pony and a stallion? What are characteristics of a horse? (Anything that one rides, sits upon, exercises on or is carried on is sometimes called a horse; another meaning; a frame, usually with legs, used to support something.) What is meant by horseplay? In gymnastics, why is the apparatus used for vaulting and exercising called a horse? What divisions in the army used horses? What figure in chess is a horse? What children's toys copy horsemanship? Have any of you entered horses at the fair? What types of showing does one see at a horse show? Rodeo? Circus? How is a horse broken? Trained? What parts of the horse's carcass is used? Can you name famous race horses? Pets you have had? Can you tell of an instance of a horse being heroic?

Taxes: What are the first taxes you remember paying? Were they just as difficult to pay then as they are now? Which tax do you feel is unfair? How would you adjust the tax structure in the county? State? Nation? Do you think politicians should promise to reduce taxes? Why? How would you like your taxes to be used by the government? What spending do you especially resent?

The Moon: Where were you when the astronauts landed on the moon? Were you watching it on TV? What surprised you most about accomplishing the trip? Do you think it was worthwhile? The moon revolves around the earth from west to east in how long a time? (a little less than a calendar month?. Can you give any statistics about the size or distance? (The diameter is 2,160 miles, distance from the earth is 238, 857 miles; mass, about one-eightieth than that of the earth.) How are tides related to the position of the moon? (The rising and falling of the ocean and waters going into the ocean. The tide ebbs and flows twice each twenty-four hours by the attraction of the sun and moon. When the sun and moon are at opposite positions, a greater tide is produced, called a spring tide.) Have you done planting at special times, determined by the position of the moon? What does it mean to be moonstruck? Do you know the symbols in the almanac for new moon, first quarter, full moon, etc.? What is the recurring inflammation in the eye of the horse called? (moon blindness); what is the slang expression for illegal whiskey? (moonshine); a type of fern? (moonwort); someone given to dreaming? (mooney); a mental or physical derangement? (moonstruck); a transparent stone with pearly luster? (moonstone). Do you believe moonlight has some magical effect on lovers? Do you care to make predictions on development of the moon for our use?

Source: *<u>Discussion Topics for Oldsters in Nursing Homes:</u> Toni Merrill, M.A., Charles C. Thomas, Publisher. 2600 South First Street, Springfield, Illinois 62717, 1974.*

Activity

Conduct a series of life history writing classes for older adults. (Six to eight sessions are suggested.) Provide each student with a manilla folder, notebook paper and pencil. At each session a series of questions called "memory activators" is provided. The purpose of these questions is to obtain the facts from which the life history will be written. Each student should be given a copy of the questions. It should be understood that certain questions may jog the memories of certain learners more than others. The most readable life histories are those which elaborate on a few selected details, as opposed to those which answer every single question with no attention to detail.

Some of your learners may be unable to write. If so, someone may write for them as they dictate or a tape recorder may be used. Learners with good eye sight may be able to assist other classmates with visual disabilities. Additional personal assistance may be necessary.

Source: *Personal Life History Writing for Older Adults; Laura Hendricks, PhD, Leon County School Board, . 1979. All memory activities used in this series of lessons are taken from this source, as are the examples.*

Session One:

Begin with these or similar comments: Your life is important; the times you have lived through are important. No one else can write your life history with the understanding that you have. Your life story will become more valuable as time goes by. Lets look at some questions that will jog your memory about your early childhood.

Memory Activators

1. *Write down the name of the place where you were born (include county, state or country).*
2. *Write a few details about the place. Was it a small town, hot, cold, wet place, pretty, ugly, industrial, rural?*
3. *What were your parents' names? How old were they when you arrived?*
4. *Were there other children in the family? What were their names? List them in order of birth, listing birth dates, if possible.*
5. *Were you a healthy baby? Weight? Any illness or physical problems?*
6. *Can you remember the house in which you lived as a child? Describe it. Are there memories especially attached to the house itself?*
7. *What was your family life like? Happy, sad, contented, etc.?*
8. *Do you know where your grandparents were born? Can you remember any stories they told about the places they lived?*
9. *Do you have family stories about certain relatives that were funny, sad, tragic, or an example of moral teaching?*
10. *Your father and mother. Where did they come from? How and where did they meet? Do you know anything about their early courtship and marriage? What did your dad do to make a living? Did your mother work outside the home? Did they do any sort of "cottage" work?*

These questions elicit enough information for two or three paragraphs if the learner can answer most of them. In an ideal situation the questions would be answered on paper in class; the learner would then carry the answered questions home and write his own paragraphs. The reality is that many learners will not be able to write on their own. In that case, the second session can be used for the actual composing of paragraphs. As an aid to composing, tell the class to pretend that they are talking to an old friend about themselves. The intent here is to give an informal flavor to the writing.

Here is an example of the opening paragraph of the personal life history of "Grandma Moses":

Example: from "Grandma Moses" book ...

"I, Anna Mary Robertson, was born back in the green meadows and wild woods on a farm in Washington County, in the year 1860, September 7, of Scotch Irish paternal ancestry. Here I spent the first ten years of my life with mother, father and sisters and brothers. Those were my happy days, free from care and worry."

Anna M. Robertson Moses,
"Grandma Moses"

With encouragement, many learners should be able to write just as well, maybe better. This opening paragraph may be shared with the group; however, it might be better to do so after several learners have made their own written attempts.

The amount of time, help and the number of learners you have will determine the number of sessions you need for this first lesson. When you are satisfied with what the learners have produced from these memory activators, pass out the next set which deals with the school years.

Session Two:

Memory Activators - School Years - Elementary

1. *Do you remember the first day of school? Were you frightened? Did your mother take you to school?*
2. *What school did you attend?*
3. *Did you have any special friends in school? Anyone you really liked or disliked?*
4. *What was your school like? Describe it.*
5. *Did you have a good time in school? Were you in any special plays, or did you go on field trips?*
6. *Do you recall certain teachers? Tell us about them. Include a description of the teacher you remember most.*
7. *Were you especially good or bad in any subjects? Can you remember learning to read?*
8. *Did you belong to any clubs in school?*
9. *How did your parents feel about the value of schooling?*
10. *Did the children in your area usually go through the elementary grades?*
11. *What events occurred in your childhood that changed your life?*

Again, it may take one session just to write down the responses to the questions. Take another session to compose paragraphs.

Another example follows. Again, some learners can do better than others. If learners happen to use dialect, don't destroy the flavor in transcribing.

> *The first day of school can be a frightening experience for children. I remember that in the Fall of 1925, in Royal Oak, Michigan, I was to enroll in and attend Longfellow School as I had reached the magical age of almost-six.*
>
> *On the first day my mother took me to school, I was torn with conflicting emotions. Though I clung to her hand, desperate because I knew she would leave me there, my awakening mind was eager for the new experience and I longed to join the other kids in classes and in play.*

Session Three

School Years - Home Life

1. *Did you have special chores to do around the house or yard? What were they?*
2. *What were your brothers and sisters involved in while you were a young child?*
3. *Can you remember Christmas tradition or other religious holidays in your family? Describe Thanksgiving, 4th of July, Memorial Day. Others?*
4. *What was summer vacation like? Did you go on a vacation, or did your family stay home? Did you ever take a trip? Ride a train? Horse? automobile? Describe.*
5. *Did you have pets at home? What were their names? How did you acquire them? Lose them?*
6. *How far did you live from school? Any adventures along the way?*
7. *Tell us about your friends and playmates. What were their names? How did you meet them? What did they look like?*
8. *What did you and your friends do together? Any fights or squabbles? When did you last see them?*
9. *What did you believe in as child?*
10. *Did you go to church, Sunday school? Where? Did it influence your life?*
11. *Did you have church related activities? Classes? Parties?*
12. *Do you remember any of your Sunday school teachers? Describe.*
13. *Can you remember any incidents that helped you remember right from wrong?*
14. *Did you have any special spiritual experiences?*
15. *Describe how you looked as a child. Did you have any features you disliked, or any you were proud of? Did you curl your hair? How?*
16. *Were you unusually tall or short for your age?*
17. *Did you go through a clumsy stage? How did you overcome this?*
18. *Can you describe any of the clothes you wore? Did you or your family sew? What can you remember about hand-me-downs?*
19. *Were you shy or did you feel at ease with people?*

As questions are asked orally, it will become apparent that some responses are more energetic than others. Don't linger on minimal responses; instead, encourage elaboration on the responses where the learner seems interested. Remember, these questions are designed to jog memory; don't push for responses that aren't there.

Session Four

The Teen and Young Adult Years

1. *Were you in school during this period, were you working or at home? How did you spend the years from 13 to 18?*
2. *If working, what kind of work? Do you remember your employers? Were they kind and understanding or impersonal and indifferent? Can you describe the jobs you like the most or the least?*
3. *What was your family like at that time? Did you have brothers and sisters? What were they like?*
4. *What was your home life like? Were you well off, average or poor? How did you "make do" with what you had?*
5. *If you were in school, what was the school like? Do you remember any special friends? What were you good at? Did you write for the paper? Join any clubs? Attend dances, pep rallies, football or baseball games? Do you remember any of the fads that were fun to follow -- such as certain kinds of shoes or hairdos?*
6. *Did any embarrassing things that were painful happen at the time? How about funny, hilarious happenings? Did you fit in with the other classmates?*
7. *How would you describe yourself at this time?*
8. *Describe your friends and family?*
9. *What were your spiritual beliefs? Had they undergone any changes from your childhood beliefs?*
10. *Did you join the military forces? Tell about your early military experiences. Was it your first time away from home? What were your comrades like? Did a loved one go into the service? How did you feel about the separation? Did the military take you to different parts of the country, the world? What was your service?*
11. *If the war years had a big impact on your life, describe in detail. Where did you travel? Were you wounded? Were you a "war bride"? Get a map and mark on it your military travels. Include a map in your Bio-Pak. Do you have pictures of those days? Medals? Memories of rationing, shortages, work at war plants? Feelings about the war?*
12. *Did you go to a trade school? College? How did you learn your occupation?*
13. *What kinds of jobs did you have? Did you go from one job to another? Did you finally find the sort of work you enjoyed?*
14. *Did certain people have an influence on you as you searched for your life's work?*
15. *Can you describe your feelings about the work you experienced?*
16. *Were there certain people you admired and after whom you modeled your life?*
17. *Can you describe some of the dates you had and the people you especially liked?*

An hour at a sitting is probably enough time to spend on each lesson. Be sure to allow time for writers to share their written work with the group.

Session Five

Marriage and Family

1. *What were the circumstances under which you and your spouse met? Were there other girls/fellows you cared for? Do you remember any special clothes your spouse wore during courtship? What did you do for amusement? Were you able to be alone? If not, who kept you company? Did little brothers and sisters interfere?*
2. *What were some of the first living arrangements you had? Did you have a house or apartment of your own? What was it like? How did you feel about your residence?*
3. *Did you work during this time? What were your feelings about your job? Were you trying to develop a career?*
4. *What else can you tell us about your young adult years? If not married, did you live at home or board out? Describe your living circumstances.*
5. *Did you have children? What were the circumstances of their births? Names and places were born? Did the birth of children change your relationship with your spouse? In what way? How did you have to adjust to having others in the family? can you describe your feelings and emotions about this?*
6. *Describe each child and his/her own special times, such as your children's school, school plays, graduation, college or trade school?*
7. *Did any of them have illnesses that influenced your lifestyle? Were the children jealous of each other? Did they play well together? Fight or quarrel?*
8. *As the children became teenagers, how did their actions affect your household?*
9. *Do you remember special occasions with the children? Holidays? Sundays? Vacations? Foods that certain children liked? Funny things that the children did?*

Session Six

Life's Work, Homemaking

1. *What jobs or careers have you had? Can you describe actual jobs? What was entailed? Did you work with your head? Hands? Combination? How did you get the jobs? Did you have to wear special clothes or have special tools or instruments? Special training? How did you feel about some of your earlier jobs? Were they satisfying?*
2. *Which job or work situation do you consider to have been most meaningful? Why was it important to you? Can you relate any experiences that were especially meaningful, exciting, funny, or tragic? Did you gain any sort of prominence from your work? Have you retired from your work? How do you feel about that?*
3. *Did you have any experiences in the work world before marriage? Who taught you how to do the household chores, such as cleaning, mending, cooking, washing, caring for children?*
4. *Do you have any special recipes the family enjoyed? Write down the recipes you think should be handed down to your family.*
5. *Did you have special routines or ways of doing things that made them better, easier?*
6. *How did you shop in the early days? Compare it with shopping today?*
7. *Describe how you did the washing, cooking, heating, etc.*
8. *What changes did you experience in caring for your home? For instance, did gas lighting come into existence at this time? Electricity for lighting? Telephones? Early days of radio?*

Session Seven

General Items

1. *What kind of relationship have you had with your family?*
2. *What is each brother and sister doing now? How many children do they have? Are your parents still alive? Write down as many birthdays, weddings, deaths, as you can think of, giving full names and relationships.*
3. *Have your feelings toward the family members changed?*
4. *Have you been involved in various organizations? What part have you taken? Fraternal orders, church, service?*
5. *What do you remember about some of your adult friendships? Are there special people you remember from this period? What has become of them?*
6. *How was your family affected by world events, such as the great depression, WWI and WWII, strikes, inflation, droughts, civil rights movements, floods, earthquakes?*
7. *Have your personal beliefs changed over the years? What were your beliefs in your middle years?*
8. *Diseases or illness. Any special accidents or periods of being inactive? What effect did they have on your life? Did you have to overcome physical handicaps?*
9. *Are there certain pieces of furniture that you remember especially? Was any of it handmade? How did you acquire the pieces you enjoyed the most?*
10. *Do you know any home remedies that you'd like to describe? Can you tell of times when they were used beneficially?*
11. *Do you have special skills you could pass along, such as wood working, leather tooling, quilting, sewing, etc? You could include patterns in your autobiography that would be extremely useful to future generations.*
12. *Has music or art played a part in your life? Do you have special memories of certain songs you'd like to share? Do you know the words of folk songs or poetry?*

Session Eight

Being a Grandparent

1. *How many grandchildren do you have? What are their names and what were the circumstances of their birth?*
2. *Can you describe their characteristics? As the grandchildren mature, your description of them as children will be most meaningful.*
3. *If you are not a grandparent, how do you feel about that?*

Retirement Years

1. *Tell us about your pre-retirement years? Did you look forward to retiring? What were your plans? Have you been able to make those plans come true?*
2. *Did you make any changes in your living arrangements? Was it a problem to be home rather than at work? Describe the adjustments you had to make?*
3. *Did you substitute activities for work? Can you describe the new activities?*
4. *Have you traveled more than you did previously? Describe the trips. Include a map showing where and when you made the trips. What did you gain most by traveling?*

5. *Have you learned new hobbies and skills since you have retired? Do you have special worries and concerns?*
6. *What activities do you especially enjoy?*
7. *Who are your friends now? Can you describe them?*
8. *What are your main interests now and what are you doing to learn more about them?*

Your feelings about religion, spiritual matters and a philosophy of life

1. *Do you remember your childhood religious feelings and religious training?*
2. *How has your spiritual outlook changed? What are your feelings at this time concerning spiritual and moral values?*
3. *Do you belong to an established religion? What can you tell us about your membership in this group?*
4. *What real beliefs do you have now?*
6. *Do you see a pattern or value to your life?*
7. *Can you describe achievements that have brought you special satisfaction?*
8. *Do you remember certain people or groups who influenced your thinking and way of life?*
9. *Do you have any thoughts on death and dying you'd like to describe for future generations?*
10. *Do you have advice and suggestions for future readers of your autobiography?*

Source: *Personal Life History Writing for Older Adults; Laura Hendricks, PhD, Leon County 1979. (All memory activities and examples used in this series of lessons are taken from this source.)*

Tips For All Writing Sessions

I. Expand on details when writing. These examples are appropriate for expansion of details for any writing session.

a. Describe the people involved in the sequence.
ex.:"My neighbor, James Brown, helped put out the barn fire.
expanded version: "The most timid man in Lexington County, my neighbor James 'yellow' Brown, beat out our barn fire with a broom.

b. Be specific about events.
ex.:"In August, 1889 our brother had been elected mayor, so we had a celebration on the lawn, under the elm trees. Boys toiled over hand cranked ice cream, which we ate by the gallon. Fireworks lit up the summer sky. Bob's youngest son, had won!"

c. Fill in the gaps.
ex.:"We used to buy vegetables from a man who had a horse drawn cart."
expanded version: "A cocky fellow, always wearing overalls, used to pick his way down our dirt road to sell vegetables. He sold carrots, potatoes, radishes, peaches, pears, and cherries. He always said they were the finest fruits and vegetables in the world. Sometimes we traded eggs for what we needed."

II. When possible, choose words that help paint a picture for the reader's senses.

In each pair of sentences below, the second sentence, in all cases, helps paint a better word picture. Using one or two of these examples during writing sessions may stimulate some students to try for strong sensory language in their own writing. Practiced writers work for years to find just the right "word-mix"; be pleased if one or two can apply this sensory technique.

a. 1. *The river of ice broke up with a loud noise.*
   2. *The river of ice cracked, growled, roared and howled.*

b. 1. *There was a terrible fog stretching for miles and miles over the big city.*
   2. *The fog was like a creeping cat sitting on silent haunches overlooking the grey city.*

c. 1. *The little stream seemed to move little and go nowhere over its bed of stones.*
   2. *The little stream meandered with a mazy motion as it trickled over dark round stones.*

d. 1. *Smoke moved slowly and steadily up from the house.*
   2. *Feather wisps of white smoke curled from the red brick chimney.*

e. 1. *The football fans were enthusiastic and supportive and very loud as one of the favorites moved down the field.*
   2. *The football fans chanted and clapped and yelled as number 62 charged down the field.*

f. 1. *The building was ugly, unpleasant, and poorly maintained.*
   2. *The building was cold, dark and damp.*

g. 1. *The ancient air conditioner needed a fan motor overhaul, a new fan belt, and a new compressor.*
   2. *The walls trembled as the ancient air conditioner rattled and rumbled into action.*

h. 1. *A small puddle of transmission fluid messed up the driveway under the company truck.*
   2. *A red puddle of transmission fluid stained the white cement under the old rusty delivery truck.*

i. 1. *The new secretary was nervous and confused as she read the complicated directions.*
   2. *The new secretary chewed and chipped her red fingernail polish as her eyes sped over the complicated directions.*

j. 1. *The typists were very busy and almost never stopped working.*
   2. *The steady tapping of typewriters echoed in the office.*

Source: *English/Communications Program, Experiences-Based Career Education, published by Florida Department of Education, Division of Vocational Education, 1982.*

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Instructional Goal

B. Recognize factors influencing one's self and the ability to interact with others.
C. Examine the effects of institutionalization and ways to cope with the adverse effects.

Activity

Rank Order (adapted from *Values Clarification*)

This activity is one in which choices between competing alternatives must be made. Explain that you will ask questions requiring the learner to make a value judgement. You could read the question, then write the choices on the board. Call on learners to give their first, second and third rankings. (Always allow learners to "pass", if they choose to.) Give your own rankings. A class discussion may follow with learners explaining their reasons for their choices. With senior learners, use two or three of these at a time.

1. *If you were with your family in a boat that capsized far from shore and there were only one life preserver, would you*
   ___ *save your wife/husband*
   ___ *save one of your children*
   ___ *save yourself*
2. *If you were stranded on a deserted island, which would you rather have with you?*
   ___ *the Bible*
   ___ *the complete works of Shakespeare*
   ___ *the history of civilization*
3. *Would you rather be a student in a classroom that was*
   ___ *teacher centered*
   ___ *student centered*
   ___ *subject matter centered*
4. *Which would you prefer to give up if you had to?*
   ___ *economic freedom*
   ___ *religious freedom*
   ___ *political freedom*
5. *Which of these problems do you think is the greatest threat in the near future?*
   ___ *overpopulation*
   ___ *too much leisure time*
   ___ *crime*
   ___ *water and air pollution*
6. *During what period in U.S. history do you think you would have been the most effective leader?*
   ___ *colonization of America*
   ___ *Civil War*
   ___ *the Industrial Revolution*

7. *How would you rather spend a Saturday evening?*
   ____ *at a good play*
   ____ *at a good concert*
   ____ *at a good movie*
   ____ *at a nightclub*
   ____ *at home alone*
   ____ *at a party at a friend's home*
8. *Which would you least like your grandson or granddaughter to do?*
   ____ *marry out of necessity*
   ____ *marry outside of his/her race*
   ____ *smoke marijuana once a week*
9. *Which is the most beautiful sight to you?*
   ____ *a sunset*
   ____ *a person giving blood*
   ____ *a woman of another race*
10. *Which do you like least?*
   ____ *an uptight indoctrinator*
   ____ *a cynical debunker*
   ____ *a dull, boring fact giver*
11. *Which of these people would you have the most trouble introducing to your friends?*
   ____ *a racially mixed couple*
   ____ *Christine Jorgenson*
   ____ *the Grand Dragon of the Klu Klux Klan*
12. *Your friend has written a book which you think is lousy. If he asks for your opinion what would you tell him?*
   ____ *the whole truth*
   ____ *as much as you think he can stand*
   ____ *what he wants to hear*

Source: *Values Clarification, by Sidney B. Simon, Leland W. Howe, Howard Kirschembaum. Dodd, Mead and Company, 79 Madison Avenue, New York, NY 10016.*

Activity

Proud Whip (adapted from **Values Clarification**)

The teacher asks learners what they have to be proud of in relation to some specific area or issue. Emphasize that this is not a boastful type of pride but the type that means, "I feel good about this aspect of my life." (Allow anyone who wants, to pass.)

Sample Questions

1. *What is something you are proud of that you can do on your own?*
2. *What are you proud of in relation to your family?*
3. *What decision are you proud of that required considerable thought?*
4. *What is a family tradition that you're particularly proud of?*
5. *What is something that you refrained from doing about which you're proud?*
6. *Tell of a time when you said something when it would have been easier to remain silent.*

7. *Tell of a time when you didn't say something when it would have been easier to say something.*
8. *Tell of a time when you got a good bargain.*
9. *Share something you did to live by your religion.*
10. *Share something you did for someone else which was extremely tender.*
11. *Tell of a time when you were an important example for a younger child.*
12. *Share a funny thing you did about which you are proud.*

Source: *Values Clarification, by Sidney B. Simon, Leland W. Howe, Howard Kirschembaum. Dodd, Mead and Company, 79 Madison Avenue, New York, NY 10016.*

Instructional Goal

A. Demonstrate an understanding of the changing behaviors of people as they grow older.
B. Recognize factors influencing one's self and the ability to interact with others.
C. Examine the effects of institutionalization and ways to cope with the adverse effects.

Activity

Teach a short course in memory skills. A text, Dealing with Memory Changes As You Grow Older, and the instructor's manual for that text can help accomplish this goal. The teacher can adjust the number and length of sessions to accommodate the situation. The following is a segment of one lesson from the instructor's manual.

PART IV: Discussion of Memory and Aging -- Feelings and Forgetting

Absent-mindedness
Interference
Distortion
Repression

Comments to the instructor: Read pp. 61-65, *"Why We Forget" in* Dealing with Memory Changes as You Grow Older. Use the following questions as a guideline for discussing various reasons for forgetting. Focus on the feelings generated by forgetting and emphasize the distinction between those feelings and an individual's self-esteem.

Absent-Mindedness

Can you think of examples of absent-mindedness?
Why do you think this happens?
What do you do about them?

Absent-mindedness is a different kind of forgetting from the inability to retrieve information from the memory. It is mainly the result of not paying attention, of being distracted. Information is not registered. It never gets into the memory. Without being registered it can't be retained or retrieved.

With increasing age people tend to become more absent-minded and more easily distracted. The degree of absent-mindedness depends on the individual's personality and partly on his or her age.

The way to reduce absent-mindedness is to put more conscious energy into the act of registering. Looking, saying aloud, listening, or even touching, all reinforce the act of registering.

Interference

Interference appears to be a major cause of forgetting. The giant storage cabinet in your mind has relatively few files in it when you are young. Over a number of years it becomes stocked with billions of files of life experiences which are stored in your long term memory, so it becomes increasingly difficult to retrieve a particular file you are seeking.

If the files resemble each other, such as the names of two people, it is reasonable to expect problems in pulling out the right file. For instance, John McDonald's name may interfere with findings of John McDougall's.

Interference also occurs when something you know blocks something new that you are trying to learn or remember -- for example, finding your kitchen utensils which have been moved to a new place. Interference also gets in the way of information already in your memory. Today's headlines may obliterate yesterday's in your memory.

Can you give an example of interference? Names? Learning a foreign language?

Distorting

Almost all memories involve some forgetting. No two people remember in exactly the same way. A memory of an incident you saw or experienced will be colored and distorted by your feelings and understanding at the time. Misinterpreting an experience or incident may cause you to misfile it and thereby make it more difficult to retrieve.

Can you give examples of misfiling? Being sure it's so when it isn't so -- "I'm sure I put the cheque here but it's not here."

Repression

Unacceptable or unpleasant memories are sometimes blocked, partially or completely, from a person's consciousness. This is called repression.

Feelings and Forgetting

Forgetfulness causes unpleasant feelings which can range from embarrassment and frustration to anxiety, humiliation, and loss of self-confidence. Stress caused by worry over forgetfulness can adversely affect your memory. It is important to distinguish between how you feel about yourself when you forget and how you feel about yourself as a person. A good sense of humor goes a long way.

What are some of your feelings when you forget? Give an example of what you do when you forget something.

How did your sense of humor help you over an experience of forgetting?

Instructional Goal

B. Recognize factors influencing one's self and the ability to interact with others.

Activity

1. From magazines, present pictures of various emotions to the group.
2. Divide the pictures into two groups, positive and negative.
3. Select a picture and show it to the class.
4. Discuss the picture and discuss the following questions.
   a. How does the person feel?
   b. Why might he/she feel that way?
   c. Have you ever felt that way?
   d. Why or when did you feel that way?
   e. What do you do when you feel that way?
5. Show the next picture and ask "How is this picture like or unlike the last picture?"

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Instructional Goal

D. React and respond to significant events in the immediate environment and surrounding community.

Activity

"Newscurrents" is a selection of weekly filmstrips which provide an overview of national current events. A written narrative is included with each filmstrip and is divided into three levels: elementary, intermediate and advanced. The instructor may choose the portion most appropriate for a particular class. Each filmstrip takes approximately 45 minutes to present and offers considerable student involvement. The questions provided are interesting and stimulating. The photographs are clear and age-appropriate. (Many learners who read the Tallahassee Democrat daily have stated that "newscurrents" provides them with additional clarification on the articles they read.) It is helpful to briefly supplement the "Newscurrents" program with additional local news after the filmstrip.

Resource: Newscurrents - available from Madison, Wisconsin. P. O. Box 52, 53701.

Activity

You may choose to begin each class with a short period of reality orientation. This is a fun activity and can be vital to the psychological well being of your class. Higher functioning learners enjoy reality orientation because they find it validating. Lower functioning learners enjoy reality orientation because hearing their name and feelings reinforces that they are an integral part of the class.

Vary the questions you ask each class. The following list includes examples:

1. What day is it? Time, month, year?
2. Who is wearing blue today? Red? A beautiful dress? New shoes? A handsome tie?
3. Who is sitting on your left? Your right?
4. What is your teacher's name?
5. When is the next holiday? What is special about it?
6. Where are we? What is this address?
7. How many people are in our class today? I'm glad we're all together.
8. What is the weather like? Is it necessary to wear a coat? Bring an umbrella?
9. Who is the sleepiest today?
10. Who received a special letter this week? Who had a special visitor? How much do postage stamps cost these days?
11. Who read the newspaper this week? What is our local paper called?
12. Who is our current president? Where does he live? Have you ever visited the White House?
13. What city do we live in? Can you name other Florida cities?
14. What activities have we done together this week? I've loved being with you!

The list of potential questions is endless. The questions should be fun and relevant to the class. Try to include and encourage special comments about the individuals in the room.

Limit reality orientation to 10-15 minutes each class. Use humor whenever possible to prevent the material from coming across in a condescending manner.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Activity

1. Divide the class into teams or challenge another class to a "trivia match".
2. Determine which questions are appropriate for learners.
3. Give each learner 15 seconds to respond to a question.
4. Each correct response is worth 5 points. There is no penalty for incorrect responses.
5. The team with the most points at the end of a pre-determined time period wins.
6. A bonus round may be played with each question worth 10 points and any team member can answer.

I.

1. *What country has the largest population in the world? China*
2. *What was Florence Nightengale's occupation? nurse*
3. *What two things are needed to keep a fire going? oxygen and fuel*
4. *In what US city would you find the Grand Ole Opry? Nashville*
5. *On a boat, what is the proper term for kitchen? galley*
7. *Where did the Watergate Scandal take place? Washington, D.C.*
8. *How long is four score and seven years? 87 years*
9. *What is the motto of the United States? In God We Trust*
10. *What does it mean if a volcano is dormant? it isn't erupting*

11. *What was the shape of King Arthur's table? round*
12. *What do you call the person who gives out the instruction while you are square dancing? the caller*
13. *Who is supposed to have made the first American flag? Betsy Ross*
14. *The Pilgrims came to America on what ship? the Mayflower*
15. *If you went to a quarry, what would you expect to see? rock*
16. *In Mexico, a very large hat is worn. What is it called? sombrero*
17. *Who was the Lone Ranger's Indian companion? Tonto*
18. *Where would you find Mt. Fujiyamos? Japan*
19. *Bagpipes are usually associated with which country? Scotland*
20. *Chartreuse, avocado, and lime are all shades of what color? green*
21. *The hot water faucet is usually located on which side of the sink? left*
22. *The art work on the cover of the "Saturday Evening Post" magazine was frequently done by Norman.... Rockwell*
23. *Who was the only US president elected to 4 terms? Franklin D. Roosevelt*
24. *What was Franklin Roosevelt's middle name? Delano*
25. *Edger Bergen, the famous ventriloquist, had a famous dummy named... Charlie McCarthy and Mortimer Snead*
26. *Spell ventriloquist.*
27. *A radio amateur who operates his own 2 way radio is called a...ham*
28. *What is the name of the car which is the last car on a freight train? caboose*
29. *A great German composer who gradually became deaf was Ludwig Van...Beethoven*
30. *In what sport would you use a shuttlecock? badminton*
31. *What is the small wooden stand that holds a golf ball? a tee*
32. *What is our smallest state? Rhode Island*
33. *The man who laid the foundation for the Roman Empire was Julius... Caesar*
34. *What two cities in California begin with San? San Francisco, San Diego*
35. *Another word for an attorney is a... lawyer*
36. *How many people are usually on a jury? 12*
37. *What do you call pie with ice cream on top? A la mode*
38. *Instead of knives and forks, Chinese use eating utensils called... chopsticks*
39. *To protect our fingers when we sew with a needle, we use a... thimble*
40. *Sauerkraut is made from what vegetable? cabbage*
41. *Pickles are made from a garden vegetable. What is it? cucumber*
42. *Catsup is made from... tomatoes*
43. *What famous book about the South was written by Margaret Mitchell? Gone With the Wind*
44. *The "Loop" is a downtown section of which U.S. city? Chicago*
45. *Who was known as the "Bard of Avon"? Shakespeare*
46. *What is the capital of Mexico? Mexico City*
47. *"Swing and Sway" with which famous band leader? Sammy Kaye*
48. *What is a baby goose called? gosling*
49. *What is the Japanese wine made from rice called? sake*
50. *What is a south paw? left-handed person*
51. *Who was nicknamed the "Vagabond Lover"? Rudy Vallee*

52. *Which continent has the coldest weather? Antarctica*
53. *Who was Robinson Crusoe's friend on the island? Friday*
54. *What is a 5-sided shape called? pentagon*
55. *What color flag indicates surrender? white*
56. *Who was the only Roman Catholic president of the US? John F. Kennedy*
57. *On what day in December, 1941 did Japan attack Pearl Harbor? 7th*
58. *In the nursery rhyme, where did Mary's lamb follow her? to school*
59. *Which American president was nicknamed "honest"? Abraham Lincoln*
60. *The branch of the US military that uses ships is called the... Navy*

II.

1. *The famous crooner who sang "White Christmas" was Bing... Crosby*
2. *The largest mountain system in Europe is the... Alps*
3. *Charles Lindberg thrilled the world in 1927 when he flew alone, non-stop from New York to... Paris*
4. *Charles Lindberg's plane was named.... The Spirit of St. Louis*
5. *Name the five senses. hearing, sight, touch, smell, taste*
6. *Glass is made mostly of... sand*
7. *The president of the confederacy was... Jefferson Davis*
8. *The saltiest body of water in the world, located at the mouth of the River Jordan is the... Dead Sea*
9. *The seventh month of the year is... July*
10. *Trees that lose their leaves each year are called... deciduous*
11. *Any member of the armed forces wounded in action against an enemy is awarded a... purple heart*
12. *The chief unit of money in Japan is the ... yen*
13. *The "49ers" looked for gold in which state? California*
14. *When birds shed their feathers in order to grow new ones, they are said to be... molting*
15. *If you owned a cockatoo, what would you have? a bird*
16. *In the comic strip, who is Blondie's husband? Dagwood*
17. *Who is Lil' Abner's girlfriend? Daisy Mae*
18. *The daughter of your mother's sister is your... cousin*
19. *The Kentucky Bluegrass region is famous for raising... horses*
20. *The Liberty Bell is located in what city? Philadelphia*
21. *What country gave us the Statue of Liberty? France*
22. *The governor is the head of a state. Who is second in command? Lt. Governor*
23. *Who shot Abraham Lincoln? Booth*
24. *A lion's babies are called... cubs*
25. *What is the name of the famous clock in London? Big Ben*
26. *What do you call a policeman in England? a bobby*

27. A boat used to transport people and cars across a river is a... *ferry*
28. *The peninsula at the southeastern tip of the USA is the state of... Florida*
29. *The outer layer of your skin is called the... epidermis*
30. *An Indian tribe that was located in the Everglades was the... Seminoles*
31. *A ship that can travel completely under the water is called a... submarine*
32. *To set a table correctly, you place the fork on which side? left*
33. *A female deer is a... doe*
34. *A group of sheep is called a... flock*
35. *The bird that is the official emblem of the USA is the... Bald Eagle*
36. *A female horse is called a.. mare*
37. *When an animal goes into a long sleep in the winter it is called... hibernation*
38. *An imaginary line that goes around the center of the earth is called the.. equator*
39. *What happens to water at 32 degrees F? it freezes*
40. *The first airplane flight was made by Orville.. Wright*
41. *The first airplane flight was made in... Kitty Hawk, N.C.*
42. *The Golden Gate bridge is found in what California city? San Francisco*
43. *What country is located directly north of the USA? Canada*
44. *The famous Prime Minister of Great Britain during WWII was Winston... Churchill*
45. *If you are under the Big Top you would be watching a... circus*
46. *Who is our current President? George Bush*
47. *What color is a stop sign? red*

III.

1. *Lewis Carroll wrote Alice's Adventures in... Wonderland*
2. *Who is the leader of Cuba? Castro*
3. *Women's suffrage was a movement that finally gave women the right to ... vote*
4. *A man powered vehicle with 2 wheels that you pedal is a... bicycle*
5. *How many arms does an octopus have? 8*
6. *Cupid's tools are a bow and... arrow*
7. *How many years are in a decade? 10*
8. *How many years are in a century? 100*
9. *What does the Roman Numeral X stand for? ten*
10. *If you ask for java in a restaurant, what do you get? coffee*
11. *How many ships accompanied Columbus on his first voyage to the New World? 3*
12. *Queen Isabella outfitted Columbus' expedition. What country was she from? Spain*
13. *What is the name of the vegetable you peel which makes your eyes water? onion*
14. *Name two states that begin with the letter "O"... Oregon, Ohio, or Oklahoma*
15. *On February 2, what animal comes out of his hole to look for his shadow? groundhog*
16. *Jonathan Chapman distributed apple tree sprouts and seeds in pioneer days. His nickname is.. Johnny Appleseed*
17. *John Audubon was one of the first people to study and paint pictures of... birds*
18. *Arnold Palmer is famous for playing what sport? golf*
19. *Charles DeGaulle was President of what country? France*
20. *What was Dwight D. Eisenhower's nickname? Ike*

21. *In horse racing the person who rides the horse is called a.. jockey*
22. *This famous trumpet player was also known as "Sachmo". Who was he? Louis Armstrong*
23. *Which famous band leader began each song by saying "a-one and a-two"? Lawrence Welk*
24. *Which famous band leader is associated with New Year's Eve? Guy Lombardo*
25. *Which famous singer is nicknamed "old blue eyes"? Frank Sinatra*
26. *The Kremlin is the center of government for what country? Russia*
27. *If you have insomnia, you can't... sleep*
28. *Ivory comes from the tusks of animals such as the... elephant*
29. *The largest state in the US is... Alaska*
30. *A kayak is used by Eskimos and is a type of... boat*
31. *John F. Kennedy's wife's name was... Jackie*
32. *Annapolis is the capital of... Maryland*
33. *The fourth month of the year is... April*
34. *Congress is made up of the House of Representatives and the... Senate*
35. *In the U.S., everyone is innocent until proven... guilty*
36. *In the old song, "I want a girl just like the girl who married.." who? Dear Old Dad*
37. *What is the name of the wild animal that builds dams? beaver*
38. *A popular city in Nevada known for gambling casinos is ... Las Vegas or Reno*
39. *A familiar symbol of forest fire prevention is Smokey the... bear*
40. *Christmas is celebrated on what day? December 25th*

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*
Resource: *This & That (Trivia for Seniors) and More This & That, Virginia Darnell, Golden Horizons, Sullivan, Illinois.*

Instructional Goal

E. Develop skills for coping with death and dying.

Activity

One of the most natural events we will encounter in our life is the death of someone close to us. Many feelings surface when a loved one dies. Coping with death means being able to express your feelings about death.

A. Has someone in your family or very close to you died? If so, tell about this person.
B. What is the best memory you have of this person?
C. How do you cope with the loss of the physical presence of this person in your life?

Note: If you have not experienced the death of someone close to you, listen to the comments of learners who have had a death experience. Their experiences can somewhat prepare you for living with death.

Source: *Volusia County Elementary Counselors, 1985, p. 291. In Activities for Special Needs, Leon County Schools Adult and Community Education, 1986 (Activity Revised 1990).*

Resources for Coping Skills

Keep Minds Alert, Berneta A. Stoffregen, KMA Games Corporation, Sac City, Iowa, 1978. This manual is filled with word games and quizzes for senior adult learners. The activities vary in skill level.

Keep Minds Alert: Now and Then, Berneta A. Stoffregen, KMA Games Corporation, Sac City, Iowa; printed by Miller Printing and Publishing, Odebolt, Iowa, 1985. This small booklet contains a variety of topics reviewing things from the past and comparing them to present day. It is a good tool for reminiscence and allows learners to end the discussion session with present day information. Themes include: school, work, transportation, automobiles, farming and many other interesting facts.

Down Memory Lane, Beckie Karras, Circle Press, Kensington, MD, 1988. The subtitle of this book is "Topics and Ideas for Reminiscence Groups... for use in nursing and retirement homes, and with other senior groups." The text is written by a music therapist and activities include ways to incorporate music into the learning setting. The book covers a number of topics and provides a list of activities for each.

Memories Dreams, and Thoughts: A Guide to Mental Stimulation, Jim Brennan, American Health Care Association, 1981. This book, written by a nursing home consultant, offers many activities and discussion topics for senior adult learners, answers to the quizzes appear at the end of each chapter. Thirty-three chapters each contain different topic areas. Conventional areas are covered. In addition, the author has included areas such as slogans, fads, and famous numbers.

Seniorcise, Eldergames, Rockville, Maryland. This is a fitness program developed especially for the senior adult. There are special sections on mental games and on working one-to-one.

Moments to Remember, Eldergames, Rockville, Maryland. A sequel to Down Memory Lane. Offers 24 new topics for reminiscence programs.

Eldertrivia, Eldergames, Rockville, Maryland. Volumes 1-5 offer trivia on topics such as: home life, radio, Hollywood, entertainment, household items, superstitions, slang, sports, and more.

Creative Living

Instructional Goal

A. Understand the aging process as a normal event that offers potential for personal growth.

Activity

This activity will help the learner form a support group within the context of his/her own environment.

1. **I lost my glasses.** (Here the learner can substitute any object that might be misplaced.) Follow with discussion of how that loss makes the learner feel. Make a list of items that learners can't afford to lose; follow with a list of where those items will always be put. Instruct the learner to keep the list on the refrigerator. Assure the learner that a person can be organized no matter what his age.

2. **I forget someone's name.** Follow with a discussion of how that type of forgetting makes the learner feel. Instruct the learner to go over daily the names and faces of those closest to him. Instruct the learner to make a decision regarding who he/she wouldn't want to forget. Suggest that the learner keep labeled pictures of those he/she doesn't want to forget. Lead the learner to think of the large number of people he/she has met in a lifetime and then to wonder, "How could I possibly remember all of them?" or "Should I even try?"

3. **I think about my own home and miss it very much.** Follow with a discussion of emotion. Through discussion, work toward a possible solution. The group may come up with the following: Keep things around you that make you feel at home; go through photo albums to refresh your memory. Discuss the good things about your home and your past. Discuss what is good about where you are now and those you are with now. Think about what your life would be like if you were living alone. (What positive or negative things might happen?)

A vocabulary of feelings is on the following page. These may help learners with the identification of emotions.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

In order to help the senior adult learner cope with the changes in his/her life, it is important to be aware of his/her feelings.

A Vocabulary for Feelings

abandoned
accepted
affectionate
afraid
alarmed
amazed
angry
annoyed
anxious
appreciative
apprehensive
approval
ashamed
balmy
belittled
belligerent
bitter
bored
bottled up
calm
capable
competent
confident
conflicted
confused
contented
crushed
defeated
depressed
desolate
desperate
despondent
discouraged
disinterested
disparate
dissatisfied
dispassionate
distressed
ecstatic
elated
embarrassed
empty
enthusiastic
envious
euphoric
excited
exhilarated
fearful
friendly
frustrated
furious
futile
grateful
guilty
happy
hateful
helpless
hopeless
horny
humble
humiliated
hurt
identification
inadequate
incompetent
inflamed
insecure
insignificant
jazzed
jealous
joyful
lonely
longing
loved
loving
miserable
misunderstood
needed
negative
neglected
nervous
numb
passionate
pleased
pressured
proud
put down
puzzled
reborn
regretful
rejected
rejecting
rejuvenated
relaxed
relieved
resentful
sad
satisfied
sensual
serene
sexy
shocked
startled
surprised
tearful
tense
terrified
threatened
thrilled
transcendent
trusting
uncertain
uncooperative
understood
uneasy
unhappy
unloved
upset
uptight
vengeful
vindictive
wanted
warmhearted
worthless
worthy
yearning

Source: *Counseling the Older Adult, Patricia Alpaugh and Margaret Haney, 1985.*

Activity

This activity will help the learner to see how being at the present time in life is advantageous.

1. Introduce, for discussion, life situations that are common to all people. (Some possibilities are education, relationships such as marriage or parenthood, economic situations and jobs.)
2. Have each learner think of a personal experience in each category that applies.
3. Elicit from the learner the decision reached regarding that life situation. How and why was that decision reached? What effect did the age of the learner, the prior experience, and the existing environment have upon the decision?
4. Ask, "If you had to do it over, would you make the same decision?" The purpose of this question is to elicit the idea that growth through time facilitates better decision making.
5. Decide, as a group, how the wisdom of age can be used to benefit another.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

B. Demonstrate how the older adult relates to society.

Activity

Invite an area volunteer coordinator to speak to the group. Possible speakers include the volunteer coordinator for the school district and the Retired Senior Volunteer Program Coordinator.

Activity

1. Define the word "cultural" from the point of view of the group. (The major purpose here is to assess the needs of a particular group of senior adult learners as to appropriate cultural activities for their present time in life.)
2. What have you actually participated in that might fit our definition.
3. What are the mental/emotional/spiritual results of participation?
4. What are the consequences of non-participation?
5. Do you see any barriers to your participation in this cultural activity now?
6. What are the present cultural activities in your immediate surroundings?
7. What can be gained through shared experiences with members of the same generation or a younger generation?
8. Can someone be taught to enjoy cultural activities?

Make individual goals or contracts to participate in at least two cultural activities for the month.

Resources may include: Limelight section of Tallahassee Democrat, local museums, art galleries, musical performance groups, churches, libraries, and theatres. (For up-to-date cultural happenings, call Tallahassee's ARTS LINE at 681-1986.)

Instructional Goal

C. Demonstrate knowledge of the ways to safeguard self and property.

Activity

Discuss the types of items that are in one's home that might be dangerous or cause small wounds if used improperly.

Examples: knives, pencils/pens, mixer, rim of opened metal can, broken glass, edge of paper, and hot burner.

Ask learners to search through magazines looking for items that might be dangerous or cause small wounds if used incorrectly. Glue pictures on construction paper to form an individual or group collage. Discuss procedures for treating a variety of cuts or small wounds.

Source: Activities for Special Needs, Leon County Schools Adult and Community Education, 1986 (Activity Revised 1990).

Activity

State reasons for calling emergency 911 number.

Prepare a worksheet which contains pictures of emergency and non-emergency situation or give learners situations verbally and ask them to determine if the individual should call the emergency 911 number. Discuss why it is important to use good judgement. Also discuss who should be contacted if 911 is not appropriate.

Examples for discussion:

1. A fire starts in your kitchen.
2. The garbage men did not come.
3. A strange man walks into your home.
4. Your dog is hit by a car.
5. Your window will not open.
6. Your electricity goes off.
7. Your friend is eating and starts to turn blue.
8. You need an ambulance, but cannot locate the number.
9. You burned your breakfast and it smells.
10. You cannot find your pet cat.

11. You missed your ride to the doctor.
12. You live by yourself and think your arm is broken.
13. You walk into your home and notice a strong gas smell.
14. You see smoke coming from your neighbor's home.
15. You are looking out of your window and see a terrible accident.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

D. Demonstrate knowledge of social services available to older adults and how to access them.

Discuss the different agencies within the community which provide help for individuals with problems.

Make a special telephone number sheet (see example). Local agency names, phone numbers and a brief description of services are provided below. Discuss and ask the learner to write appropriate numbers on their sheet.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

HELP!

HELP with Transportation

Dial-A-Ride	576-1383
TalTran	576-5134
Yellow Cab	222-3074

HELP for the Disabled

Lawyer Referral Service	222-5286
Social Security	681-7121
Vocational Rehabilitation	488-5931
Trout Pond	222-9549

HELP with a Crisis

Emergency	911
Tallahassee Police Dept.	681-4200
Leon County Sheriff's Dept.	222-4740
Tallahassee Memorial Regional Medical Center	681-1155
Tallahassee Community Hospital	656-5000
Ambulance Service	681-5400
Poison Control Center	681-5411 681-5412 681-5413

HELP with Food

Food Stamps	488-1182 488-1187
Leon Community Action Program	222-2043

HELP with a Complaint

Division of Consumer Services	488-2221
Wage and Hour Division, Department of Labor	877-2611
H.R.S. Complaint Line	488-9875

HELP with Health Care

Leon County Health Department	487-3144
Al-Anon	222-2294

Further information concerning the above services may be found in:

Source: *Laney, Patricia (1986). Community Resource Handbook. Tallahassee: Florida Economic Development Center, F.S.U. This book is available in the Leon County Exceptional Education Office.*

Also see resource manual of the Senior Society Planning Council, Tallahassee, FL. (listed in resource section).

Resources for Creative Living

Dealing with Memory Changes as You Grow Older, Kathleen Gose and Gloria Levi, Vancouver, B.C., Canada, 1985. This book, written by two gerontologists, gives valuable information concerning how memory works and how to cope with memory changes. The book contains checklists and activities designed to assist the senior adult learner in understanding and dealing with memory changes.

Late Bloomer, Robert Kastenbaum, Geri Pizzi, and John Weber, Connie Goldman Productions, Fairfax Station, VA, 1988. This package contains a cassette tape and booklet about successful aging. The booklet is entitled, "Successful Aging... The Secret of How to be a Late Bloomer... Conversations With Older Americans Who Have Reshaped Their Retirement Years." This packet brings together information gathered in interviews performed by Connie Goldman, a well-known voice on public radio. The booklet contains tips on how to become a "late bloomer."

Home Safety Checklist for Older Consumers, U.S. Consumer Product Safety Commission and U.S. Administration on Aging, Office of Human Development Services, Department of Health and Human Services, Margaret M. Heckler, Secretary; undated. This is a handy large print booklet that covers various areas of home safety. Topics include: electrical and heating, passageways, bathroom, medications, bedroom, workshop/storage areas, stairs, and more.

Resource Directory, Senior Society Planning Council, Tallahassee, FL, Shannon Burkhart, Ed., 1987. This directory includes a listing of resources for the Leon County area. Services are listed in alphabetical order. Entries provide address, telephone, hours of operation, description of services, eligibility requirements, fees, and a contact person.

Answers about Aging, National Institute on Aging, U.S. Department of Health and Human Services. This folder contains three pamphlets. The first is entitled, "New Pieces to an Old Puzzle". It offers information on various aging theories. The other two pamphlets are presented in a two-in-one brochure. One side is entitled, "The Aging Woman", the flip side is "The Aging Man." This booklet offers straight forward information about the aging process and its effects on the human body and mind.

The Dictionary of Cultural Literacy, E.D. Hirsch, Jr., Joseph F. Kett, and James Trefil, Houghton Mifflin Company, Boston, 1988. This national best-seller provides information on all types of information concerning our cultural heritage. There are twenty-three sections that address every major category of knowledge. It includes 250 maps, charts, and illustrations. This reference guide includes sections on history, folklore, literature, politics, economics, science, health, technology, anthropology, philosophy, and more.

Enrichment

Instructional Goal

A. Demonstrate a knowledge and enjoyment of music.

Activity

The learners will need rhythm sticks or other items which are easy to grasp.

1. Sit in a circle.
2. Position stick at right hand.
3. The leader counts "one-two-three-four".
4. Learners perform the following actions for each count:
   Count One - Pick up stick
   Count Two - Place stick on table at left hand.
   Count Three - Left hand picks up stick.
   Count Four - Left hand places stick at right hand of neighbor.
   Repeat this four count pattern as long as desired.
5. Add a speech pattern for rhythm:

Count:	1 2 3 4
Speech/Rhythm:	Pick up stick; pass to left.

or

Count:	1 2 3 4 1 2 3 4
Speech/Rhythm:	Twinkle, twinkle little star, how I wonder what you are.
	1 2 3 4 1 2 3 4
	Up above the world so high, like a diamond in the sky.
	1 2 3 4 1 2 3 4
	Twinkle, twinkle little star, how I wonder what you are.

6. Add actual recorded selections with a march-like tempo and beat. Some suggested recordings are any of the marches by John Phillip Sousa, the Triumphant March from Aila, and the Toreador Song from Carmen.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *Recordings at Leon County Media Center.*

Activity

Select nine different songs to play or sing to the group. Draw a picture to represent each song on the bingo card. The pictures should be arranged in different positions on each card. The following songs and pictures may be used:

Song Title	Picture
You Are My Sunshine	sunshine
Oh Where, Oh Where Has My Little Dog Gone	dog
You're A Grand Old Flag	flag
Near The Cross	cross
If You're Happy and You Know It	smiley face
Sweet Adeline	heart
Row Your Boat	boat
John Jacob Jingle-Heimerschmidt	three capital J's
This Little Light Of Mine	lightbulb

The teacher sings or plays the song on a musical instrument. The player places a poker chip on the picture that represents the song. The first person to cover an entire row - horizontally, vertically or diagonally, is the winner. The teacher may encourage players to offer other possible songs and other possible pictures.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Activity

1. On several cards, make a grid of nine squares containing categories. Suggested general categories are; town, state, flower, names, season, love, religion, month, and color.
2. Sing or play a song that contains an aspect of one of these words. Examples include, "He's Got The Whole World In His Hands" in the religion category and "Sweet Adeline" in the name category.
3. The first to cover an entire row horizontally, vertically, or diagonally, is the winner.
4. Encourage learners to come up with other songs that might fit any of these categories.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Activity

1. Bring in records containing obvious differences in cultural styles of music (Israeli, Spanish Flasmenco, German, etc.).
2. Play a five to seven minute portion of each record.
3. Have the group list what they heard and felt.
4. Point out the instrumental differences, the rhythmic differences and the possible purpose of the music (celebration, dancing, mourning, etc.).

5. Discuss the following:
   a. How is music used for communication in a culture?
   b. What is the role of music in your life?
   c. Why has music withstood the passage of time?
6. Encourage learners to listen to various musical radio stations to see if they can pick out the differences in the various types of music they hear.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *A complete international section is available at the Leon County Public Library Media Center. One specific record is,* Nonesuch Explorer, Music from Different Corners of the World.

Activity

The teacher can prepare this activity which can be extended for several sessions by using texts listed in the resource section. With an art form such as opera, it is important, initially, to assess the experience level of the group. The teacher might present the lesson simultaneously as a reminiscence for the experienced and as a learning activity for the inexperienced. Using this technique, experienced adult learners can become co-teachers.

1. Discuss opera as an art form.
2. Discuss George Gershwin and DuBose Heyward.
3. Give a synopsis of the opera. (The libretto accompanying the record is helpful.)
4. Play the most familiar melodies from the opera separately. Such melodies are "Summertime" and "Bess, you is ma' woman now". This will enhance the learner's appreciation of these melodies when they hear them later in the context of the opera.
5. Discuss the action and story line of each scene as you come to it. (You might also assign this text to a learner.)
6. Play that scene.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *Porgy and Bess by George Gershwin. Recording found at the Leon County Public Library Media Center.*

Instructional Goal

B. Demonstrate a knowledge and enjoyment of drama.

Activity

Act out a dramatic situation. Acting may be done as a pantomime or as a dramatic dialogue. Below are two models for dramatic situations. The material may need to be revised to suit the needs of a particular group.

1. Three friends gathered in the kitchen of a mountain cottage where they are spending a summer vacation. One has put a cake in the oven. As she finishes washing up the bowl, she glances in the oven and is satisfied that the cake is fine. Another is helping a third to find a jig-saw puzzle which together they dump out on a center table. The "cake-baker" joins them and they start to work. They get so involved in the puzzle that they forget the cake entirely. Suddenly one thinks she smells something burning. She rises, goes to the oven as she remembers the cake. The others watch, very troubled. And they have reason to be worried! The baker takes the cake out and finds the edges are impossibly burned! The smell is so unpleasant that one friend opens the door and they take the cake outside to the garbage can. (Note: Before playing this scene, the roles must be designated carefully. Who will make the cake? Who will get out the puzzle? Which one will first smell the burning cake? Who will take it from the oven? Who will open the door? The placement, too, of table, oven, sink, door, etc. must be agreed upon by all players.)

2. Two (or three) older people are staying with the grandchild of one, in the young parents' place in an area ten miles from a small town. The young couple have gone to a concert being given in town, a rare occasion for them. Grandmother and her friend(s) have come to baby-sit with the little one, who is asleep upstairs. The older folks may be knitting, reading, watching and feeding the open fire, or listening to music. Suddenly there is a small scratching sound. Only one hears the noise. Then it comes again, louder; they are all aware, and a little frightened! As they all finally locate it coming from the direction of the front door, the first to hear it decides to investigate. The others, more apprehensive, try to stop her but she proceeds valiantly. Cautiously, she opens the door a crack and then, almost immediately, all the way. There, on the threshold, is a tiny, lost, shivering little puppy, wet from the rain and begging for shelter. They are all greatly relieved and sympathetic, too, as the first lady picks up the puppy and proceeds to the rug in front of the fire. Another goes for a towel to dry him off, and a third comes forward with a biscuit for the shaking little animal. Together they get him comfortable on the rug by the fire and then go back to their occupations, knitting, reading, etc. just as we found them at the beginning.

Source: *Creative Drama for Senior Adults; Isabel B. Burger. Morehouse-Barlow Co., Inc., 78 Danbury Road, Wilton, Conn. 06897, 1980.*

Activity

Read a play. Encourage participation; de-emphasize line memorization. One age appropriate source for short plays is An Evening of One-Act Stagers for Golden Years. This book contains actual scripts for six short plays. The casts consist of predominantly female members. Simple sets are required. In all cases, the plays may be read as opposed to being memorized.

Source: *An Evening of One-Act Stagers for Golden Years; Albert M. Brown. Samual French, Inc., 45 W. 25th Street, New York, NY 10010.*

Instructional Goal

C. Demonstrate a knowledge of a foreign language.

Activity

Distribute a copy of the following Spanish phrases to each learner. As a class, pronounce each of the phrases. As the instructor says the phrase in English, the class answers with the same phrase in Spanish.

As the learners become more familiar with the phrases, the instructor may ask learners to answer without the help of the list.

Greetings

Buenos dias	Good morning
Buenas tardes	Good afternoon
Buenas noches	Good evening/Good night
¿Como esta usted?	How are you?
Bien	Fine
Gracias	Thank you
Adios	Good bye

Social Pleasantries

Por favor	Please
Con permiso	Excuse me
Lo siento	I'm sorry
Gracias	Thank you

Personal Date

¿Esta bien?	Are you OK?
¿Esta contento?*	Are you happy?
¿Esta cansado?	Are you tired?
¿Esta casado?	Are you married?
¿Esta ocupado?	Are you busy?
¿Esta preocupado?	Are you worried?

**In Spanish, a word ending in 'o' is usually male, and a word ending in 'a' is usually female, i.e. esta contenta?*

Time

¿Que hora es?	What time is it?
La una	one
Las dos	two
Las tres	three
Las cuatro	four
Las cinco	five
Las seis	six
Las siete	seven
Las ocho	eight
Las nueve	nine
Las diez	ten
Las once	eleven
Las doce	twelve

¿A que hora come? . . . . . At what time do you eat?
¿A que hora duerme? . . . . . At what time do you sleep?
¿A que hora va? . . . . . At what time do you go?
¿A que hora viene? . . . . . At what time do you come?
¿A que hora descansa? . . . . At what time do you rest?
¿A que hora sale? . . . . . At what time do you leave?

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

D. Demonstrate a knowledge and enjoyment of art.

Activity

You will need the following materials:

Sturdy piece of cardboard
Fabric die (optional)
Toothpicks
Variety of seeds, dried beans and peas
White glue

1. Draw a simple design on a piece of cardboard. Working with one small area at a time, spread glue, then carefully put the seeds of your choice down. Push the seeds as close together as you can with a toothpick.
2. Some seeds may be overlapped or glued up on end for variety. When the mosaic is completed, brush several layers of diluted glue over the seeds.
3. If you want to dye some seeds, dissolve one teaspoon of powdered dye in 1/2 cup of hot water. Bring the solution to a boil and remove it from the heat. Drop a small amount of seeds in and stir for a minute, then spoon the seeds out and let them dry on several layers of paper towels.

Source: *Volpe, 1982, p. 8, in Activities for Special Needs, Leon County Schools Adult and Community Education, 1986 (Activity Revised 1990).*

Activity

You will need the following materials:

Dry white sand
Powdered tempera
Bowl and spoon or other container for mixing
Newspaper to protect tables

1. Prepare colored sand by mixing desired quantity of powdered tempera with sand.

Variation:
Sand Art Picture - put glue on construction paper making desired pattern (do not glue on thick).

1. Sprinkle prepared colored sand on paper (flour shaker is easiest) over all glue.
2. Lift paper by corners to shake off excess sand. Let dry flat.

Variation:
Sand Art Decorative Jars - place sand in a jar in decorative layers. The point of a pencil can be used to push and arrange the sand between pourings. The jar should be filled to within 1/4-inch of the lip.

1. Place a decorative lid on the jar, or
2. Arrange dried flowers in the jar by pushing the stems down into the sand. After the arrangement is complete, squeeze glue on the top, making sure it touches the sides of the jar and completely covers the top layer of sand. When the glue is dry, it will provide a seal for the sand and hold the flowers tightly in place.

Source: Campbell, 1977, p.131. In Activities for Special Needs, Leon County Schools Adult and Community Education, 1986 (Activity Revised 1990).

Activity

For this activity you will need the following materials:

Large sheets of white drawing paper
Black construction paper
Slide/filmstrip projector
Pencil/scissors/rubber cement

1. Set up a projector about ten feet from the wall. The learner should sit between the projector and the wall.
2. Turn the projector light on. Tape a piece of large white paper to the wall, so the learner's silhouette appears at the center of the sheet. Move the projector back and forth until a clear outline appears.
3. Trace the contour of the profile carefully. Take the paper down and cut out the white silhouette.
4. Lay it on a piece of black construction paper and trace around it. Cut this silhouette out and rubber cement it to a clean sheet of white drawing paper.

Variation:
Ask the learner to look through a magazine and cut out pictures of his/her favorite things. Paste these "likes" on his/her silhouette.

Source: Volpe, 1982, p.137. In Activities for Special Needs, Leon County Schools Adult and Community Education, 1986 (Activity Revised 1990).

Activity

For this activity, you will need the following materials:

Assorted crayons in bright colors	Wax paper
Newspaper	Tape
Grater	Cups
Scissors	Iron

1. Shred the crayons by rubbing them on the grater (carefully).
2. Collect the crayon gratings into cups, using a different cup for each color.
3. Measure the wax paper to fit into a window in the classroom or at the learner's home (if you do not wish to fill an entire window, cut two frames for the back and front of the design from construction paper and cut wax paper to fit that frame).
4. Cut another piece of wax paper the same size.
5. Sprinkle the crayon bits onto the sheet of wax paper. You can arrange them carefully in a design or just scatter the colors onto the sheet. Make sure to get some crayon bits on all parts of the paper.
6. When you have the crayon bits spread out, lay the other side of wax paper on the top.
7. Set the wax paper sandwich between some sheets of newspaper.
8. Press the newspaper with a warm iron. The iron should be just warm enough to melt the wax. Iron all the parts to get a good melted sandwich.
9. Take away the newspaper and see what happened.
10. Tape the stained glass to the window so that the light shines through the melted crayon, or glue between the two frames.

NOTE: Make sure to cover the working surface with newspaper. The crayon bits can be messy.

Source: Allison, 1981, pp.34-35, In Activities for Special Needs, Leon County Schools Adult and Community Education, 1986 (Activity Revised 1990).

Activity

You will need the following materials:

String Paper Liquid tempera paint Heavy cardboard or wood

1. Lay a piece of paper on a flat surface. Dip a length of string into the liquid tempera, leaving both ends uncoated.
2. Arrange the soaked string on a piece of paper, with the two clean ends extending beyond the edge of the paper. Both ends should extend on the same side of the paper.
3. Put another piece of paper on top, sandwiching the string. Cover these with a piece of sturdy cardboard or Masonite. While one person holds the wood firmly, another person pulls the two ends of the string from between the paper.

Source: Volpe, 1982, pp.66, In Activities for Special Needs, Leon County Schools Adult and Community Education, 1986 (Activity Revised 1990).

Resources for Enrichment

Music

The Family Songbook; Warner Brothers Publications, Inc., 75 Rockefeller Plaza, New York, NY 10019. The songs in this book of music fall into many categories. There are Great American Popular Songs, Songs of the Silver Screen, Songs of the Great White Way, Songs from the Big Band Era, Songs from the Masters, Folk Songs, and Songs of Patriotism. The music is written at approximately a third year level. $14.95

Down Memory Lane, "Topics and Ideas for Reminiscence Groups; by Beckie Karros, Registered Music Therapist; Circle Press, P.O. Box 55, Kensington, Maryland 20895. Not a song book, this source focuses instead on reminiscence through music. Each chapter has been written so that there are enough ideas to have one or more session. Chapter titles are diverse. Each chapter has three sections: one which gives suggestions for relevant music and visual aids; a second which offers a great variety of activities from quiz games to suggestions on how to link the topic to today's world; and a third which lists broader discussion questions to stimulate further discussion. There is an Annotated Resource List offering suggestions on where to find appropriate objects, pictures and music.

Opera for Amateurs; by Frederick Woodhouse; Dennis Dobson Ltd., 12 Park Place, St. James, London SW. This is a good beginning book for teachers to read as background. It describes why some people don't like opera and offers answers to criticisms. The approach is instructive to both novice teacher and novice learner.

Complete Stories of the Great Operas; by Milton Cross; Daubleday and Company, Inc. Garden City, NY, 1952. This book contains exactly what the title suggests. It is a good resource for the story line of major operas.

Drama

Enriching An Older Person's Life Through Senior Adult Theatre; Bonnie L. Vorenburg, 1979. Arts for Elders, P.O. Box 301576, Portland, Oregon 97230. This is a good beginning book for teachers to read. It discusses ways of adopting play production to Senior Adult Theatre and special needs for special actors such as the visually impaired or those with hearing disabilities. The appendices list texts relating to the theatre as well as play scripts adaptable to Senior Adult Theatre. Throughout the book, the author emphasizes that a sensitivity to older people is as important as expertise.

Creative Drama for Senior Adults; Isabel B. Burger. Morehouse-Barlow Company, Inc. 78 Dansbury Road, Wilton, Connecticut 06897, 1980. Although this book is now out of print, it may be acquired through Inter Library Loan. The book contains simple group exercises and tips for the leader on pantomime. A transitional chapter moves the players from pantomime to actual dramatic situations. Another chapter shows how to take simple dialogue and make it meaningful.

A Guide to 49 New Plays for Senior Adult Theatre; Bonnie L. Vorenburg, 1985. Arts for Elders, P.O. Box 301576, Portland, Oregon 97230. This is a listing of age-appropriate plays. In addition to giving the number of characters, the type of set needed, and the length, there is a synopsis of each play. The focus is on shorter works and on plays which speak of aging in a positive manner.

An Evening of One-Act Stagers for Golden Agers: Albert M. Brown. Samuel French, Inc., 45 W. 25th Street, New York, NY 10010. This book contains actual scripts for six short plays with predominantly female cast members. The scripts could be "acted out" as readings, so that elderly people wouldn't have to worry about learning lines from memory.

Gay Nineties Scrapbook; Baker's Plays, Boston, MA, 1941. This book is a collection of stunts, songs, skits and readings. The major advantages to these pieces is that they are short and can be produced with little rehearsal. In addition, the skits are from an era which is familiar to older senior adult learners. The lush sentiment of the 1890's is recreated in the songs and readings. Small print can be enlarged.

Baker's Roaring Twenties Scrapbook; Baker's Plays, Boston, MA, 1960. This book does for the 1920's what the Gay Nineties Scrapbook does for the turn-of-the-century time period. There is enough material here for a complete revue, but individual sketches may be used outside the revue format. Small print can be enlarged.

Almost Anything for a Laugh; Lynne Martin Erickson and Kathryn Leide. Bi-Folkal Productions, Inc. 809 Williamson Street, Madison, WI 53703, 1986. This collection of short skits is more appropriately used as a part of other lesson plans. For example, the skit, "The Merger" could be used as an introduction to a history lesson on the Depression and Roosevelt's Alphabet Agencies. An introductory section includes general suggestions about choosing the right skit for the right occasion as well as a synopsis of each skit. Large print skits are provided.

Art

Craftwork the Handicapped Elderly Can Make and Sell; Willetta R. Rissell, OTR, 1981; Charles C. Thomas, 2600 South First Street, Springfield, IL 62717. The finished products of this book may be more age appropriate than some craftwork taught to senior adult learners. For example, there is a chapter called "Hairpin Lace Crocheting", which uses a frame as a substitute for one hand crocheting. Another chapter gives an alternative to knitting. An appendix lists suppliers for the crafts demonstrated.

Expression

Instructional Goal

A. Compose grammatically correct sentences.
B. Organize objects and information into logical groupings and orders.
C. Develop a paragraph expressing ideas clearly.

Activity

1. Arrange the class in a semi-circle around a white board or chalkboard. Be sure that everyone can see and hear comfortably. Ask one learner to be your secretary and to stand by the board. Ask the quietest people in your class to give four letters of the alphabet - any four. The secretary should write them on the board on the far left side vertically. Ask the secretary to put four categories across the board, horizontally, using the following list:

    a. women's names
    b. men's names
    c. places to visit
    d. parts of the body
    e. things to eat
    f. things to drink
    g. things that are a specific color (red, blue, etc.)
    h. items in the room
    i. TV/song/radio titles
    j. animals/insects

The four categories can be selected in a number of ways, e.g. put the ten possibilities in a hat and have the learners pick them. Once you have a grid on the board, have learners take turns filling in each square. Continue until there is at least one entry for each category. Sample:

	WOMEN'S NAMES	PLACES	THINGS TO EAT	ANIMALS
A	Agnes	Amsterdam	Apple	Alligator
N	Naomi	Nashville	Nectarine	Nanny Goat
T	Thelma	Tallahassee	Tomato	Tiger
S	Sally	Sicily	Sauerkraut	Squirrel

2. Ask each learner to compose a sentence using one item from each category.
3. Ask each learner to write a paragraph using at least two items from each category.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Activity

Read each group of words to learners. Ask learners to pick the word that does not belong with the other words.

1. senator, lawyer, legislator, postmaster
   (postmaster) all other words relate to politics
2. oat bran, raw vegetables, fried pork skins, fresh fruit
   (fried pork skins) all other words relate to health foods
3. howl, whinny, bark, growl
   (whinny) all other words relate to sounds a dog makes
4. angel food cake, chocolate cake, pineapple-upside-down cake, pound cake
   (angel food cake) all other cakes have egg yolks in them
5. marquee, popcorn, tickets, money back guarantee
   (money-back-guarantee) all other words relate to theatres
6. elevator, sidewalk, escalator, stairs
   (sidewalk) all other words relate to going up or down
7. rehearsal, rain-check, invitations, reception
   (rain-check) all other words relate to weddings
8. brushes, canvas, clay, paint
   (clay) all other words have to do with the tools of a painter
9. fish, lamb, chicken, cow
   (fish) all other words relate to animals found on land
10. gurgle, drool, fly, crawl
    (fly) all other words relate to things a baby does
11. magazines, library, books, theatre
    (theatre) all other words relate to reading
12. rug, refrigerator, hammer, stove
    (rug) all other words relate to appliances found in a kitchen
13. cook-outs, roasting chestnuts, swimming, picnic
    (roasting chestnuts) all other words have to do with Summer activities
14. brakes, valves, carburetor, safety
    (safety) all other words relate to auto parts

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

D. Will write to provide information or express ideas.

Activity

Choose a teacher and a facility with needs and interests similar to your class. Make a commitment with this teacher to exchange letters once a month.

Have the class write a letter aloud. In addition to introductions and information about the class, include a problem that the class is currently experiencing. Some examples might be: having personal property stolen; not having enough privacy; being far apart from family; not being able to remember easily. When the other class receives the letter they are asked to put their heads together and offer possible solutions. In turn, they will write a letter in the same fashion. Group problem-solving provides valuable suggestions. In addition, this is a good activity to increase socialization and improve writing and coping skills.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

E. Will spell, punctuate and capitalize correctly.

Activity

Arrange participants in a circle. In turn, ask each learner to spell a word, including capitalization, if necessary. Ask each learner to repeat the word back to you before spelling it. Each contestant is allowed two mistakes before he/she is disqualified. Encourage quietness so that the speller can concentrate! The winner is the learner who remains in the competition longest. It may be necessary to use a timer to limit the turns to 30 seconds.

NOTE: The skill of spelling words correctly uses the long term memories of senior learners. As a result, spelling bees have been successful with many classes.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *Words of the Champions: Scripps Howard National Spelling Bee. Available at the Tallahassee Democrat.*

Activity

Write the sentences on the board as follows. Ask learners to correct the mistakes.

1. fred and jean were both going to the tallahassee fair
   Fred and Jean were both going to the Tallahassee fair.
   (capitalization of proper nouns and use of period)
2. she stopped suddenly startled then regained her composure
   She stopped suddenly, startled, then regained her composure.
   (capitalization of beginning sentence, use of comma, use of period)
3. what is your age
   What is your age?
   (capitalization, proper use of a question mark)

4. theyre also going i think
   They're also going, I think.
   (capitalization, use of comma, proper use of nouns, period)
5. doctor jones and mister bailey were fishing.
   Dr. Jones and Mr. Bailey were fishing.
   (abbreviations of common titles, capitalization)
6. The name of the play is lemon sky.
   The name of the play is, "Lemon Sky".
   (comma before titles, use of quotation marks in a title, title capitalization)
7. he is reading gone with the wind.
   He is reading, "Gone with the Wind".
   (capitalization, comma before quotes or titles, quotation marks around title.
8. I cant believe it I finally found my keys they were on the couch.
   I can't believe it! I finally found my keys. They were on the couch.
   (avoid sentence run-on, use period to separate statements, use of exclamation point)
9. The leader of our country is president bush.
   The leader of our country is President Bush.
   (capitalization of proper nouns)

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

F. Develop a personal life history as a record of one's growth and experiences in life.

Activity

1. Ask learners if they have special photographs, awards or experiences, they would like to share with the group.
2. Schedule a special day for one learner at a time to share his/her presentation.
3. Before the presentation day, ask the learner to briefly explain what he/she wants to share.
4. Prepare a complementary addition to the presentation. If necessary, ask such questions as, who was the president then? what was our world like? (One class member brought articles about her niece, a famous opera singer, to class. This provided an excellent opportunity to introduce other learners to classical music.)

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Activity

1. Ask learners to name an event where another person influenced the outcome of that event.
2. Encourage each learner to think aloud about how the same event could have turned out without the involvement of that other person. Could there have been another positive outcome to the event without the involvement of another person?

3. Ask the learner if he/she is now in a position to be the influential person in the life of another.
4. Encourage learners as a whole to be more aware of the effects they can have on the lives of one another.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resources for Expression

Finding the Sequence, Reading for Comprehension Series, Sandra Baker, Educational Insights, Dominguez Hills, CA, 1978. This is a series of 50 graded reading paragraphs in increasing order of difficulty, reading levels 2 through 6. On the back of each card are four multiple-choice questions focusing on the sequence in the paragraph.

Drawing Conclusions, Reading for Comprehension Series, Sandra Baker, Educational Insights, Dominguez Hills, CA, 1978. This is a series of 50 graded reading paragraphs in increasing order of difficulty, reading levels 2 through 6. On the back of each card are four multiple-choice questions,the answers to which require that the learner draw conclusions from the paragraph.

Getting the Main Idea, Reading for Comprehension Series, Sandra Baker, Educational Insights, Dominguez Hills, CA, 1978. This is a series of 50 graded reading paragraphs in increasing order of difficulty, reading levels 2 through 6. On the back of each card are four multiple-choice questions. The first three questions focus on specific details from the selection. The fourth question asks the reader to select an appropriate title.

Hippogriff Feathers: Encounters with Creative Thinking, Bob Stanish, Good Apple, Inc., Carthage, IL, 1981. The book is divided into seven chapters. Each chapter deals with a particular method for developing creativity and sharpening problem-solving skills. Each chapter, as a lead-in to the activities, outlines the following section: 1) Getting Oriented - a background on the methodology to give you some idea as to purpose and usage, 2) Getting Started - helpful hints and suggestions on how to use and what to expect from the activities, and 3) What Else - ways to follow up or extend the activity concept, in other words, where else to take it.

Insights: Writing About My Thoughts, My Feelings and My Experiences, John Artman, Good Apple, Inc., Carthage, IL, 1989. A book of activities that are geared toward the learners' personal examination of their own thoughts and feelings. Each unit contains three quotes on a particular subject followed by six writing activities based on those quotations.

First Writes, Margaret Gulsuig, Bi-Folkal Productions, Inc., Madison, WI, 1987. This workbook uses the concept of "slotting" to motivate writing. In slotting, a sentence is started, followed by a blank line which the learner fills out. Example: I like _____ especially when _____. Then each class member has a sheet as a guide to writing a memory story. The publisher has granted permission to photo copy the materials for the class. All worksheets are large print.

Health Education

Instructional Goal

A. Identify healthy practices in self-care.

Activity

In a large soft tote bag gather about 25 items necessary for good hygiene - a comb, toothbrush, shampoo, soap, dental floss, nail file, etc.

Arrange learners in a circle and ask each in turn, to reach in to the tote bag with their eyes closed and identify one object. Upon identifying the object ask them to show it to the class and describe its usage.

This activity provides a non-threatening environment to discuss basic grooming techniques.

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Instructional Goal

B. Describe the relationship between sound nutrition and good health.

Activity

1. Ask learners to cut out pictures of foods from magazines.
2. Draw a food chart with five columns. In each column, identify with pictures and/or labels each of the food groups. Example:

Food Chart

Dairy	Meats	Bread/Cereal	Fruit/Vegetable	Junk Food

3. Ask each learner to place his/her pictures into the correct food group on the chart.
4. You may have actual foods available to consume.
5. Discuss the values of food, energy, and strength, in fighting sickness.

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Instructional Goal

B. Describe the relationship between sound nutrition and good health.
D. Identify appropriate physical exercise for maximum body functioning.
E. Identify safe practices in using medication for health maintenance.

Activity

Discuss the following quiz: (True or False)

1. The heart is located in the stomach area.
   False. The heart is located a little to the left of the center of the chest.
2. The heart is the largest internal organ.
   False. The heart is approximately the size of your fist. The liver is the largest internal organ. The skin is the largest organ.
3. Blood carries oxygen in our bodies.
   True.
4. The tubes (vessels) that carry blood Away from the heart are called Arteries.
   True. Vessels that carry blood to our heart are called veins.
5. The heart is really a pump. **True**.
6. Veins and arteries are really like hose pipes, and the heart is the faucet. **True**.
7. When our veins and arteries get narrow and hard, the heart has to pump harder in order to push the blood through the body.
   True. This condition is known as hypertension or high blood pressure.
8. One of the main causes of high blood pressure is not eating enough fatty foods.
   False. Too much fat, especially animal fat or "cholesterol", leads to high blood pressure.
9. Animal fat is known as fructose.
   False. Animal fat is called cholesterol.
10. If you do housework, it is not necessary to exercise in other ways.
    False. Doctors recommend 12 minutes of exercise, three times per week to prevent or heal heart disease.
11. Getting angry and excessive worrying can contribute to high blood pressure. **True**.
12. A diet low in animal fat (cholesterol), exercising three times per week for 12 minutes, and keeping a calm attitude can greatly reduce your chances of developing heart disease.
    True. Also, don't smoke.
13. Heart disease can lead to stroke and heart attack/infarction. **True**.
14. A stroke happens when a blood clot forms in a vessel that feeds oxygen to the brain. **True**.
15. A heart attack happens when a blood clot forms in a vessel that feeds oxygen to the heart.
    True.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

C. Plan meals and buy, store, and prepare food that is nutritious.

Activity

Arrange learners in a circle and ask for volunteers to complete the following activities:

1. Read the recipe aloud.
2. Measure the first ingredient.
3. Measure the second ingredient.
4. Pre-heat the oven.
5. Time the recipe.
6. Help clean up. Be sure to include all learners so that everyone feels that they have contributed.

The following recipes are appropriate for learners who are diabetic or counting calories. These recipes were chosen so that each learner will be able to participate.

Chocolate Balls

Yields 20 cookies-10 servings

1/2 cup (1 stick) margarine at room temperature
2 tablespoons sugar
2 teaspoons vanilla
Liquid sugar substitute equal to 1/3 cup sugar
1-1/4 cups all-purpose flour
3 tablespoons cocoa
1/2 teaspoon salt
1/4 cup chopped nuts
2 tablespoons raisins
Sprinkle Sweet granulated sugar substitute as necessary

Cream together margarine and sugar until light and fluffy. Add vanilla and sugar substitute to creamed mixture. Beat at medium speed for 1/2 minute. Stir together flour, cocoa, and salt to blend. Add to creamed mixture and mix at low speed about one minute or until blended.

Add nuts and raisins to dough. Mix lightly. Shape into balls using one tablespoonful of dough per ball. Place balls on a cookie sheet which has been lined with aluminum foil or sprayed with pan spray. Bake at 325 degrees F. for 20-25 minutes or until slightly firm. Remove from oven and cool slightly.

Roll lukewarm balls in Sprinkle Sweet. Cool to room temperature, and serve two balls per serving.

Variation: Chocolate Mint Balls
Add 1/2 teaspoon peppermint flavoring along with one teaspoon vanilla instead of two teaspoons vanilla.

Nutritive values per serving:	CAL	CHO (gm)	PRO (gm)	FAT (gm)	NA (mg)
	178	16	2	11	155

Food exchanges per serving:1 bread, 2 fat
Low-sodium diets:Omit salt. Use salt-free margarine and unsalted nuts.

Chocolate cake

Yields One cake-16 servings

3/4 cup (1-1/2 stick) margarine at room temperature
1/4 cup sugar
1/2 cup liquid egg substitute at room temperature
Liquid sugar substitute at room temperature
2 teaspoons vanilla
2 cups cake flour
2 teaspoons baking powder
1/4 cup instant dry milk
1/3 cup cocoa
1 cup water at room temperature

Cream together margarine and sugar at medium speed until light and fluffy. Add egg substitute, sweetener, and vanilla to creamed mixture and beat at medium speed for 1/2 minute.
Stir together flour, baking powder, dry milk, and cocoa to blend.
Add one cup water to creamed mixture along with flour mixture and mix at medium speed only until smooth. Spread evenly in a 9-inch square pan which has been greased with margarine. Bake at 350 degrees F. for 30-35 minutes, or until a cake tester comes out clean and the cake pulls away from the sides of the pan. Cool at room temperature and cut 4" by 4" to yield 16 equal servings.

Nutritive values per serving:	CAL	CHO (gm)	PRO (gm)	FAT (gm)	NA (mg)
	157	16	3	9	175

Food exchanges per serving:1 bread, 2 fat
Low-sodium diets:Omit salt. Use salt-free margarine and low-sodium baking powder.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*
Resource: *The New Diabetic Cookbook, Mabel Cavaiani, Contemporary Books, Chicago, 1984.*

Instructional Goal

F. Demonstrate knowledge of disease and disease prevention.

Activity

Identify the correct choice for each statement pertaining to disease and disease prevention.

Multiple Choice

1. Another word for high blood pressure is: a) anemia b) hypoglycemia c) hypertension
2. Men should have a rectal/prostate examination every a) three years b) two years c) once a year
3. Women should have a pap smear every a) year b) two years c) three years
4. When a man has difficulty urinating or has pain while urinating, or has to urinate often during the night, he is having symptoms of a) clogged arteries b) prostate problems c) anemia
5. Gallstones are mainly composed of a) gas bubbles b) hardened pus c) cholesterol
6. Cholesterol is the medical name for a) sugar b) white blood cells c) animal fat
7. Too much cholesterol in our diet can cause our veins and arteries to clog. Clogged arteries and veins can lead to a) heart disease b) diabetes c) constipation
8. Cataract surgery is a safe and relatively pain free operation. Cataracts are a)cloudy areas that cover part or all of the eye b) hardened balls of ear wax c) cysts on the elbow joint
9. A person over 65 needs to have a complete eye examination every a) five years b) two years c) once a year
10. Glaucoma occurs when there is a) too little pressure within the eyeball b) too much pressure within the eyeball
11. Glaucoma seldom causes early symptoms and rarely causes pain, that is why it is so important to have a complete eye exam every a) two years b) once a year c) every five years
12. Something good to do to relieve arthritic pain is a) mild exercise b) wear copper c) rub mineral oil on the painful area
13. Hearing loss may cause an older person to be labeled as a) confused b) grouchy and mean c) uncooperative d) all of the above
14. To prevent constipation and strain of the heart and kidneys, we are supposed to drink a) 6-8 cups of water per day b) 3-5 cups of water per day c) it does not matter if you drink water as long as you get fluids in your diet
15. In order to prevent heart disease or heal heart disease you must a) avoid cholesterol b) walk briskly for 12 minutes three times per week c) avoid salt d) maintain a relaxed mind e) all of the above
16. Most people can control diabetes by a) controlling their weight b) exercising c) eating a sensible diet d) all of the above

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*
Resource: *Age Pages, Superintendent/Documents US Government Printing Office. Washington, D.C.*

Instructional Goal

G. Demonstrate knowledge of issues related to health care for older adults

Activity

You will need the following materials:
- 30 pieces light colored construction paper
- magic markers
- pencil

1. Using the 30 different words relating to the topic of health, write one health education word on each piece of construction paper.
2. On the back of each flash card, write down discussion topics to compliment each health education word.
3. Give each learner one or two words.
4. As each learner holds up a card in turn, discuss the topic using the question provided.

Consumer Word	Discussion Topic
Internist	What qualities does a good doctor have?
Specialist	Can you give an example of a specialist?
Symptom	You should always see a doctor if symptoms keep returning.
Laboratory	Can you give an example of a laboratory test?
Stethoscope	Does the stethoscope listen to breathing as well as the heart?
Second Opinion	When should you get a second opinion?
Emergency	What number do you call in case of an emergency?
Insurance	Can you name some insurance companies?
Deductible	How much are deductibles on medicare?
Exclusion	This is treatment insurance does not pay for.
Prescription	What do you call medicines that don't require a prescription?
Dose	How much and how often.
Side Effect	Should you tell your doctor about side effects from a drug?
Generic	How do you get the cheaper, generic drug? Ask you doctor when he writes your prescription.
Pharmacist	Do pharmacists know a lot about side effects?
Podiatrist	Can you name a foot disease?
Gynecologist	How often should a woman get a pap smear?
Urologist	How often should a man get tested for prostate cancer?
Pediatrician	Can you name a childhood disease?
Neurologist	What is the difference between stroke and heart disease?
Psychiatrist	Can brain disease cause emotional disease?
Radiologist	Have you ever had an x-ray?
Surgeon	What do you call the specialist who puts you to sleep for an operation?
Ophthalmologist	What do you call the person who makes your glasses?

Nutritionist	Is it true that you are what you eat?
Chiropractor	When should you see a chiropractor?
Nurse	What is the difference between an R.N. and an L.P.N.?
Dentist	D.D.S. Doctor of Dental Surgery
Orthodontist	Can you get braces in adulthood?
Acupuncture	In what country did this procedure originate? China

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*
Resource: *"First Aid and Home Safety"; by Tony Napoli. Fearon Education, Lake Publishers, 19 Davis Drive, Belmont, CA 94002.*

Resources for Health

Investigating Your Health, Teacher's Edition, Manual and Annotations, Houghton Mifflin Company,1980. This is the teacher's manual to a basic text for high school students. It emphasizes practical information that is presented through readings, illustrations, and activities with a minimum of technical vocabulary. The text is divided into the following five units; How the Body Works, Taking Care of Yourself, Getting in Touch with Yourself, Understanding Disease, and Health and Safety. Each chapter includes a self check and a chapter summary.

Using Your Medicines Wisely: A Guide for the Elderly, U.S. Department of Health, Education and Welfare, National Institute on Drug Abuse, Rockville, Maryland. This small booklet provides information on using prescribed drugs. Included are various methods for keeping schedules of medication and a section on how to talk with doctors and pharmacists about prescription drugs.

To Your Good Health, Charlotte A. Resnick and Gloria R. Resnick, AMSCO School Publications, Inc., New York, N.Y., 1989. The text shows how to develop and maintain physical, emotional, and social well-being. Major topics include the following: Health Problems, Body Systems, Nutrition, Accident Prevention, Smoking, Drinking, and Drug Use, Diseases, Pollution and Careers in Health.

Help Yourself to Good Health, National Institute on Aging, National Institutes of Health, Public Health Service, Department of Health and Human Services, Betheseda, Maryland and Pfizer Pharmaceuticals. This booklet is a compilation of fact sheets, the "Age Page", printed by N.I.A. The fact sheets offer practical advice on health promotion to older people, their families, and those who work with and care for the elderly.

Age Pages, National Institute on Aging, U.S. Department of Health and Human Services. (See description above) Single copies are available free of charge from: NIA Information Center, 2209 Distribution Circle, Silver Spring, MD, 20910. (301) 495-3455.

Medical Care, Sharon Haeflinger,Fearon Education, David S. Lake Publishers, Belmont, CA, 1985. This workbook contains information and activities on the following topics: Finding a Good Doctor, Having a Physical Examination, Choosing the Right Hospital, Finding the Best Health Insurance, Using Medicines Safely, and Learning About Drug Abuse and Alcoholism.

History/Social Science

Instructional Goal

A. Understand the structure of government.

Activity

Distribute to each learner two cards of different colors. Mark one card "GUILTY" and the other "INNOCENT". With learners arranged in a circle, read aloud actual legal cases from You Be the Judge. Call for a vote of innocence or guilt after each case. Encourage class debate. Count how many learners voted each way by having them raise the card that represents their verdict.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *You Be the Judge; by Sidney Carroll; Lothrop, Lee & Shepard, Co., New York, NY. 1971.*

Instructional Goal

B. Demonstrate an understanding of citizen's rights, privileges and responsibilities.

Activity

Ask each learner to identify an issue that is important to him/her. Discuss the role that our elected officials play in making decisions for our society. Ask each learner to write either a letter to the editor, or to his/her legislator concerning an issue of importance.

The following excerpts from a pamphlet titled, "How to Lobby from your Kitchen Table" may be helpful. (You may want to write highlighted points on a chalkboard as reminders while learners compose their letters.)

How to Write your Legislators

The letters you write are very significant. Many Legislators believe that your one letter represents the views of at least 100 other voters who did not take the time to express their opinion.

Your Senator or Representative may not see your letter personally. But you can be sure that a legislative assistant is carefully reading the mail to learn what the voters back home are thinking. Here are a few tips to remember when you write:

1. **Be informed.** *Get your facts straight. Quote experts on the topic or use actual news clippings to help prove your point.*

2. **Be specific.** *State the specific issue that concerns you and list the bill number or bill title, if you have it.*
3. **Be polite.** *You should be firm, but courteous. Anger and sarcasm will not win any points with your reader.*
4. **Be original.** *Form letters, petitions, and pre-printed postcards do not carry nearly as much weight as the letter you compose and write yourself.*
5. **Make it easy to read.** *Typed letters are best, but handwritten letters are acceptable. If you write your letter by hand, be as neat as possible.*
6. **Ask for an answer.** *You'll be surprised how fast you'll get a letter back! Ask you legislator to state his views on an issue, and ask how he intends to vote.*
7. **Be brief.** *Cover only one topic, and try to keep your letter to one page.*
8. **Say thanks.** *Most people only write when they disagree with the way their legislator votes. It's important to let him know you appreciate a favorable vote, too.*
9. **Don't preach.** *Remember, you want to influence your legislator's vote, not convert him to your religion.*
10. **When to Write.** *Just before a key vote you legislator will receive a flood of mail. Your letter will be worth much more if you write as soon as a bill is introduced, then follow up your letter before the vote.*

How to Address Your Letters

Use the address below when you write your Senator or Representative.

The Honorable (first and last name)
United State Senate
Washington, D.C. 20510

The Honorable (first and last name)
House of Representatives
Washington, D.C. 20515

Use the salutation Dear Senator (last name) or Dear Congressman or Congresswoman (last name).

You will find the names and addresses of state and local officials at your public library or through your local voter registration office.

How to Write Letters to the Editor

Letters to the editor in both newspapers and magazines are very well read. You can have a lasting impact on your community and the nation with a well-written letter to the editor. Here are some tips to remember when you write:

1. *Follow the printed guidelines of the newspaper or magazine. Most publications will not print letters longer than 250 words. Keep in mind that the editor may cut some of your copy. State your point as briefly and concisely as possible.*
2. *Avoid hysteria and name-calling. If you write a letter in the heat of anger, you may be red-faced when you see it in print.*

3. *Cover only one topic. Make your letter simple and direct, and be sure of your facts. Use short quotes to support your viewpoint.*
4. *Sign your name. Most editors refuse to publish anonymous letters, and some even require your address and phone number.*
5. *Write while the issue is hot. Your letter will have the greatest impact if you respond within one or two days.*

Source: *How to Lobby from your Kitchen Table, Lahaye, B.; an undated pamphlet published by Concerned Women for America, P.O. Box 65453, Washington, DC 20035-5453.*

Instructional Goal

C. Understand the geographical and cultural concepts of the world.

Activity

Discuss the following colloquiums and questions:

1. "Putting on the dog" American college slang of the 1860's. The height of fashion in 1860 was the very aristocratic King who in his, "Four Years at Yale" (1871) wrote, "To put on the dog is to make a splashy display.".
   Can you think of other sayings that have similar meanings?
   too big for their pants
   hot to trot
   showing off
   dressed to kill
2. "To keep one's shirt on" American slang dating back to the days when shirts were not tailored well or comfortable to wear, especially if engaged in a physical fight with another person. If two men were about to fight, it was the custom to remove their shirts. Hence, the expression, "keep your shirt on".
   Can you think of an expression today which has a similar meaning?
   chill
   cool down
   cool your jets
   hold your horses
3. "To bite the dust" The original phrase came from Homer's Iliad Book II, lines 417-18. "...his friends, around him, prone in dust, shall bite the ground."
   Can you think of expressions that have similar meanings?
   bought the farm
   kicked the bucket
4. Which sex of the mosquito bites? Only the female bites and sucks blood. Additionally, the female mosquito does not make the buzzing noise. Can you name other insects that bite or sting humans?
5. Can a peacock be a female? The female is properly called a peahen. Does the peacock or peahen have the most brilliant feathers?

6. What state has the greatest coast line? Florida has a longer coast line than any other state in the Union. California is second. Can you name other states that have coast lines?
7. Do bees collect wax from flowers? No. Beeswax is a product of digestion and is secreted by the worker bees in the form of tiny scales which appear between the segments on the under side of the abdomen. Before beekeepers kept bees, how did people collect honey?

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *Heavens to Betsey! And Other Curious Sayings; Charles E. Funk. Harper-Row Publishers, Inc., 10 East 53rd Street, New York, NY 10022, 1955.*
Why Do Some Shoes Squeak and 568 Other Popular Questions Answered; George W. Stimpson. Crown Publishers, Inc., 225 Park Avenue South, New York, NY 10003, 1984.

Activity

As a group, discuss the following quiz:

1. A continent is: a) a large dry, land, mass on the earth's surface; b) an independent nation with a definite name and geographic boundary.
2. Mexico is a country on the continent of: a) North America; b) South America
3. Central America is not a continent but is a region of: a) South America; b) North America
4. The United States of America is a country on: a) North America; b) South America
5. Canada is a country on the continent of: a) North America; b) Antarctica
6. Can you name:
   a) the continent where oriental people live? Asia
   b) the continent where the Amazon River can be found? South America
   c) the coldest continent? Antarctica
   d) the continent that Paris, France is on? Europe
   e) the continent where Egypt is located? Africa
   f) the only continent that is also a country? Australia
   g) the continent where you live? North America
7. The South Pole is found on the continent of: a) Antarctica; b) Europe
8. Antarctica is found on: a) the bottom of the world; b) the top of the world
9. How many independent countries are there in the world? 170
10. The area at the top of the world, generally called the North Pole belongs to a region known as: a) the Arctic region; b) Alaska
11. The Arctic region includes the Arctic ocean and 1,000's of islands; the most widespread people who live in the arctic are: a) Aborigines; b) Eskimos

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *Encyclopedia Britannica*

Instructional Goal

D. Understand the geographical and cultural concepts of the United States.

Activity

Name that Capital

Using a tape recorder or record player, play selections of very upbeat old time music. With all learners sitting in a circle (within arms reach of each other), hand one person in the circle a soft pillow. Ask that person to pass the pillow to the person next to him. The pillow is then passed around the circle until the music stops, the person who has the pillow, must name the capital of a state. This game can be adapted to a wide variety of questions with one word answers, but state capitals seem to work best. If an answer is incorrect, the pillow is passed to the next player. If an answer is correct, music resumes and play continues. The game is over after someone correctly identifies Cheyenne as the capital of Wyoming. State capitals are listed below:

Montgomery . . . . . .Alabama
Phoenix . . . . . .Arizona
Little Rock . . . . . .Arkansas
Sacramento . . . . . .California
Denver . . . . . .Colorado
Hartford . . . . . .Connecticut
Dover . . . . . .Delaware
Tallahassee . . . . . .Florida
Atlanta . . . . . .Georgia
Honolulu . . . . . .Hawaii
Juneau . . . . . .Alaska
Boise . . . . . .Idaho
Indianapolis . . . . . .Indiana
Springfield . . . . . .Illinois
Des Moines . . . . . .Iowa
Topeka . . . . . .Kansas
Frankfort . . . . . .Kentucky
Baton Rouge . . . . . .Louisiana
Augusta . . . . . .Maine
Annapolis . . . . . .Maryland
Boston . . . . . .Massachusetts
Lansing . . . . . .Michigan
St. Paul . . . . . .Minnesota
Jackson . . . . . .Mississippi
Jefferson City . . . . . .Missouri
Helena . . . . . .Montana
Lincoln . . . . . .Nebraska
Carson City . . . . . .Nevada

Concord	New Hampshire
Trenton	New Jersey
Santa Fe	New Mexico
Albany	New York
Raleigh	North Carolina
Columbia	South Carolina
Oklahoma City	Oklahoma
Salem	Oregon
Harrisburg	Pennsylvania
Providence	Rhode Island
Pierre	South Dakota
Bismarck	North Dakota
Nashville	Tennessee
Austin	Texas
Salt Lake City	Utah
Montpelier	Vermont
Richmond	Virginia
Olympia	Washington
Charleston	West Virginia
Madison	Wisconsin
Cheyenne	Wyoming

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

E. Understand the role of important events in history.

Activity

Arrange the class in a circle. List a fact from the book The Presidential Quiz Book and ask learners to guess which president did/said what. It is useful to name the president's first and last name.

1. Which 342 pound president once got stuck in a bathtub? William Howard Taft
2. Which president once received a speeding ticket on his horse and buggy? Ulysses S. Grant
3. Which president introduced macaroni to America? Thomas Jefferson
4. Which president required an average of 11 hours of sleep a night? Calvin Coolidge
5. Which president wore a hearing aid in both ears? Ronald Reagan

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *The Presidential Quiz Book; by Fred L. Worth. Bell Publishing Co., New York, 1988.*

Instructional Goal

F. Understand the role of important events in local history.

Activity

As a class, read the following background information and then discuss using the questions that follow.

Antebellum Tallahassee

Settlers who moved to Leon County were dependent on agriculture. Many small farms were scattered across the county. There were a number of large plantations in Leon county. The owners depended on slave labor to work their land.

Several Frenchmen made contributions to agriculture in Leon County. One was the Marquis de Lafayette. The Marquis, opposed to slavery, wanted to demonstrate that free labor could successfully work a plantation. He brought over fifty French farmers to undertake production of limes, olives, mulberry trees and silkworms. This venture was not successful because the Frenchmen were not used to the culture or the climate. After the failure of this venture, the French farmers moved to the area now known as Frenchtown to live.

The other French planter was Prince Archelli Murat, a nephew of Napoleon. Murat married Catherine Dangerfield Willis Gray from Virginia. Their plantation was named Lipona. After Murat died, Kate, his wife, moved to Bellvue on Jackson Bluff Road.

Several family names of former Leon County residents can be recognized in Tallahassee today. The Chaires family and the Bradford family were plantation owners; Lively was a druggist; Brokaw was a blacksmith who owned a livery stable; Call and Duval were governors.

Early travel in Florida was by foot over Indian trails. Dugout canoes were used for hunting and traveling. The first roads were built after the Spanish arrived in Florida. Families who moved to Leon County in the 1820's traveled by covered wagon or stagecoach. Mule teams transported goods in and out of Tallahassee. The cracking of the whips by the drivers gave Floridians the nickname of Florida Crackers. Florida's first railroad was completed in 1836. It was 22 miles long, and enabled travelers to go from Tallahassee to Port Leon (St. Marks). Today, the St. Marks Trail is a paved route used by runners and bicyclists.

In the 1800's, train cars were drawn by horses. The first depot was built in 1838. The Pensacola and Georgia Line was an east-west railroad carrying passengers between Quincy and Lake City. Because of the many lakes and rivers in Florida, steamships were widely used to transport cotton, sugar, cattle, hogs and other products. Steamships were also passenger boats. They traveled down the St. Marks river, to and from St. Marks, which was a large port at one time. A telegraph line connected Tallahassee with the outside world.

Discussion Questions:

1. How did present day Frenchtown get its name?
2. Can you think of a landmark named after Marquis de Lafayette?
3. What was named after the druggist Lively?
4. What were the locations connected by Florida's first railroad?

Variation: This activity may be used in conjunction with a fieldtrip to Lafayette Vineyards, Lively Area Vocational-Technical Center, or to St. Marks.

Source: *Tallahassee Then and Now: A Teachers Guide to Tallahassee History - Grade Three, Leon County Schools, 1989.*

Instructional Goal

G. Demonstrate a knowledge of Florida.

Activity

Discuss the following quiz:

1. The governor of Florida earns per year: a) $43,000 b) $63,000 c) $90,570
2. The lowest paid governor in the United States is from: a) Mississippi b) Montana c) Arkansas
   Arkansas' governor earns $35,000/year
   Montana's governor earns $50,452/year
   Mississippi's governor earns $63,000/year
3. Florida ranks as the: a) 10th most populated state b) 4th most populated state c) 2nd most populated state
   Can you name the top three most populated states? California, New York, Texas
4. The official state flower for Florida is the: a) dogwood blossom b) azalea c) orange blossom
5. The first European given credit for discovering Florida was: a) de Soto b) Cortez c) Ponce de Leon
6. The official state song for Florida is: a) Old Folks at Home b) Home on the Range c) Florida, My Home. Who wrote the song, "Old Folks at Home"? Stephen Foster.
   Can you name other songs by Stephen Foster? "Jeannie, with the Light Brown Hair". "Camptown Races".
7. How many hazardous waste sites are in the State of Florida: a) 34 b) 27 c) 6.
   Florida government has five additional hazardous waste sites planned for the future.
8. The oldest city in the United States is located in Florida. This city is: a) Miami b) St. Augustine c) Tallahassee
9. In what city in Florida is Disney World located? Orlando
10. Can you name the two largest cities in Florida? Miami, Jacksonville

11. Does the state of Florida have the death penalty? yes
12. What are the chief port cities in Florida? Pensacola, Tampa, Miami, Jacksonville, Port Everglades, St. Petersburg, Canaveral
13. The highest point of land is located in this Florida city: a) Lake City b) Monticello c) Tallahassee

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *1989 World Almanac; Scripps Howard Co., 200 Park Avenue, New York, NY 10166.*

Resources for History/Social Science

Government

Government for Everybody, Steven L. Jantzen, Amsco School Publicâtions, Inc., New York, NY, 1990. This is an up-to-date, well-written textbook on government. Each chapter includes objectives, skills check, case studies, vocabulary, and summaries. Reviews are presented in various formats to keep the learner interested and participating. Major topic areas include: systems of government, the U.S. Constitution, citizenship and politics, the federal, state, and local government.

Government and You, James Killoran, Stuart Zimmer, and Joel Fischer., Amsco School Publications Inc, new York, NY, 1987. This is more of an activity book than a text. Much of the same information is presented as in a text; however, each section contains different activities to involve learners in the topic area. The six units include: Foundations of Government, Principles of the U.S. Constitution, Civil Liberties, Voters and Elections, Institutions of Government, and Government Agencies.

Your Rights and the Law, Ted Silveira, Fearon Education, David S. Lake Publishers, Belmont, CA.,1985. Eleven chapters on individual rights contain case studies and review sessions on each scenario. Topics include individual rights of freedom of religion, freedom of speech and press, freedom of assembly and petition, equal opportunity, privacy, jury trial, and the right to vote.

Democracy in Action, Thomas A. Rakes and Annie DeCaprio, Steck-Vaughn Company, Austin, TX, 1985. Although written for the adult learner, this text is written at a lower level than the others. It includes ten units, with review activities grouped together for each 3-4 units. Topics include: federal government, state governments, local governments, citizens rights, government services, crime and law, legal papers and consumer rights.

Our Government, Pauline Yelderman, Steck-Vaughn Company, Austin, TX, 1966. This text, intended for high school students, contains good information and resource material for instructors. The physical presentation of the material is not as "user-friendly" as other texts listed. Sections include: political institutions, foundations of American Government, citizenship, national government, state government, and local government.

Being an Informed Citizen, Stephen S. Udvari, Steck-Vaughn Company, Austin, TX, 1978. This worktext contains some unique information on citizenship. The material is presented in small sections within units and each section provides objectives and closes with a number of activities for learners. The activities not only cover information in the text, but encourage learners to do some creative thinking about the topics covered. Units include: Citizen Rights, Citizen Responsibilities, Voting, Information and Opinion, and Propaganda and Opinion.

Florida Legislature Packet, pamphlets produced by the Florida Legislature. Includes directories for Florida Senate and House. Also included are brochures telling you how to contact your legislator and a flyer that shows the process of how an idea becomes law.

Census Education Project: 1990, U.S. Department of Commerce, Bureau of the Census, August, 1988. An educator's guide to the census, this booklet provides a number of activities to involve learners in the census process. Learners participate in surveys and learn how the census data is compiled, analyzed and utilized. Some portions include a Spanish version of surveys and activities.

Geography

Land and People: A World Geography, Gerald A. Danzer and Albert J. Larson, Scott, Foresman and Company, 1979. This is a textbook on geography that includes thirty chapters. The text covers the topic from a broad perspective including chapters on globes and maps, the earth, climates and people. Specific regions covered include: Africa, Asia, Europe, South America, Australia and Oceania. Each chapter contains a review section and quiz.

World Geography Today, Saul Israel, Douglas L. Johnson, and Denis Wood. Holt, Rinehart and Winston Publishers, New York, NY 1980. In addition to geography, this text includes some history, economics and government. Specific regions covered include: Western Europe, the Soviet Union and Eastern Europe, the Middle East and North Africa, Sub-Saharan Africa, the Orient, the Pacific World, Latin America, and the United Stated and Canada. Information is presented in small units, and each chapter provides a chapter review.

Geography Skills Series, Bowden, Hoffman, and Kennamer., Steck-Vaughn Company, Austin, TX, 1980. These workbooks provide an easy to read format and lots of activities to involve learners. Each booklet contains a host of pictures and maps to assist in instruction. The workbook titles and topics follow:

1. *Lands at Home* - maps and directions, the Earth, air, rain and climate, the United States, and resources.
2. *Regions of the World* - maps and globes, the Earth, air and weather, the Amazon Valley, the Sahara Desert, the Netherlands, Switzerland, types of homes, and resources.
3. *Continents Overseas* - tools for studying geography, the Earth and solar system, climate, Europe, the Soviet Union, Southwest Asia, the Orient and Pacific, Africa, environmental problems.

History

World History: Volume I, The Ice Age to the Renaissance, Joanne Suter, Fearon Education, Belmont, CA, 1989. This text provides many illustrations and maps of historical places and events. Each chapter begins with a vocabulary list and a list of questions for learners to find answers to in the reading that follows. There are also visual timelines throughout the text. A sampling of the 16 chapters includes: Early Humans, the Sumerians, Ancient Egypt, Mediterranean Kingdoms, Greece's Golden Age, Alexander the Great, The Rise of Rome, The Middle Ages and The Renaissance.

World History: Volume II, The Age of Exploration to the Nuclear Age, Joanne Suter, Fearon Education, Belmont, CA, 1989. This text is the second volume to the citation above. The topics covered include: Revolution in France, the Industrial Revolution, the Unification of Italy and Germany, World War I, World War II, and the World Today.

World History and You, Book 1, Vivian Bernstein, Steck-Vaughn Company, National Education Corporation, 1990. This is the first in a two part series. The text is divided into twenty-three chapters covered in four units of study. The material is very basic and is presented at a moderate to low level. The four major units include: the Ancient World, Two Thousand Years of Change, The Growth of Nations and Ideas, and Revolutions.

World History and You, Book 2, Vivian Bernstein, Steck-Vaughn Company, National Education Corporation, 1990. This is part two of the series described above. The units include: A Changing World, Nationalism, World War II and Its Effects, and The World Today.

Fearon's Our Century, Tony Napoli, Ed., David S. Lake Publishers, Belmont, CA.,1989. This is a series of magazines covering each decade. The format is like that of a popular culture magazine. Topics include news, arts, sports, technology, and world events. The magazine provides large print and many photos.

American History Program, Phyllis Larned and Marjorie Kelley, Quercus, Globe Book Company, Englewood Cliffs, NJ., 1989. This is a series of workbooks. Each section provides a small unit of information, not usually more than one page long. Following each section is a selection of activities and quizzes for learners. This series would work especially well with learners and classes that are not appropriate for longer more detailed studies of events. Each booklet is noted below, and a sampling of topics is provided:

1. *Statehood, The West, and Civil War* - the Louisiana Purchase, Lewis and Clark, the Gold Rush, Slavery, the Civil War.
2. *The Industrial Giant* - After the Civil War, the Gilded Age, Railroads, Reform Beginnings, World Power.
3. *The Americans Since 1914* - the Yanks, Henry Ford's Model T, The Jazz Age, the Great Depression, a New Deal, WWII, the Space Race, and robots.

The American People: Their History To 1900, Henry C. Dethloff and Allen E. Begnaud., Steck-Vaughn Company, Austin, TX, 1986. This is the first of a two-part series on American history. Government and politics are given special attention throughout the workbook. Maps, tables and charts illustrate points and engage the learner in active participation. Exercises and a practice test are included at the end of each chapter. Chapter topics include: Christopher Columbus and The Voyages, The Colonizers, The American Revolution, The Age of Jackson, Rebuilding A Nation, and The Foundations Of Modern Society.

The American People: Their History Since 1900, Henry C. Dethloff and Allen E. Begnaud., Steck-Vaughn Company, Austin, TX, 1986. This is the second part of the series described above. Chapter topics include: The Progressives, WWI, The Twenties, The New Deal, Pearl Harbor, The Eisenhower Years, and The New Society.

America: Its People and Values, Leonard C. Wood, Ralph G. Gabriel, and Edward L. Biller, Harcourt Brace Jovanovich, New York, NY, 1979. This is an American History textbook covering a complete history of the United States. Information is arranged into 32 chapters. Each chapter includes a review and activities for assisting learners with the topics covered.

Content Area Reading Skills: Social Studies, Level E, H. Alan Robinson and Sheila K. Hollander, EDL/McGraw-Hill, New York, 1980. This is a reading guide intended for independent study. Each section provides a preview, vocabulary words and a checklist at the end of the section. The text is written at approximately a fifth grade level. Individual lessons are designed to take approximately 25-40 minutes for completion. Topics include: Daniel Boone, the Mohave, Space, Slavery, the Plymouth Colony, the Roman Republic, and the United States.

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Language Arts

Instructional Goal

A. Demonstrate readiness skills.

Activity

Read the following poem to the class and lead a discussion using the discussion questions provided.

Variation: Ask several learners to read aloud one paragraph each of the poem.

It was six men of Indostan
To learning much inclined,
Who went to the elephant
Though all of them were blind
That each by observation
Might satisfy his mind.

The first approached the elephant
And, happening to fall
Against the broad and sturdy side
At once began to bawl:
"Why, bless me! But the elephant
Is very much like a wall!"

The second, feeling of the tusk
Cried: "Ho! What have we here
So very round and smooth and sharp?
To me, 'tis very clear
This wonder of an elephant
Is very like a spear!"

The third approached the animal,
And happening to take
The squirming trunk within his hands
Thus boldly up he spake:
"I see," quoth he, "the elephant
Is very like a snake!"

The fourth reached out his eager hand
And felt about the knee.
"What most this wondrous beast is like
Is very plain," quoth he:
"Tis clear enough the elephant
Is very like a tree!"

The fifth who chanced to touch the ear
Said: "E'en the blindest man
Can tell what this resembles most--
Deny the fact who can:
This marvel of an elephant
Is very like a fan!"

The sixth no sooner had begun
About the beast to grope
Than, seizing on the swinging tail
That fell within his scope,
I see," quoth he, "the elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong:
Though each was partly in the right,
And all were in the wrong.

John G. Saxe

Discussion Questions:

1. What did each of the six men think the elephant was and what led them to their conclusion?
2. Why was each man partly right?
3. Why was each man wrong?
4. How would you describe an elephant to someone who had never seen one?
5. Ask learners to, in turn, describe an animal, and let others in the class guess what animal they are describing.

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Resource: Poem reprinted from Looking Out Looking In, Adler and Towne. (1984) Holt, Rinehart, Winston, Fourth Edition, p.112-113.

Instructional Goal

B. Demonstrate knowledge of a basic vocabulary as determined by a specific word list.

Activity

Write the following words on a chalkboard or poster board. Ask learners to first identify the most frequent use of the word, and then to identify an alternate use of the word. (The most frequent use is listed first)

plane	- a shortened version of airplane
	- a geometrical level
jar	- a container
	- as a verb, to jolt
arm	- a body part
	- as a verb, to prepare
green	- a color
	- part of a golf course
fence	- a wall
	- as a verb, to duel
box	- a container
	- as a verb, to participate in the sport of boxing, or to strike
roll	- to toss or twirl
	- a bread
rock	- a stone
	- as a verb, to sway
trunk	- part of an automobile
	- part of a tree
	- part of an elephant
counter	- a flat surface
	- someone who counts things
top	- the uppermost part
	- a child's toy that spins
ball	- a round object
	- a gala event
calf	- a part of the leg
	- a baby cow
sand	- a grainy substance
	- as a verb, to make smooth
fast	- quick, speedy
	- as a verb, to go without food
duck	- an animal
	- as a verb, to dodge
bark	- the sound a dog makes
	- part of a tree

fly	- to travel in the air
	- an insect
state	- a geographical region
	- as a verb, to say or announce
ring	- a piece of jewelry
	- as a verb, to strike a bell

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

C. Recognize sounds and their association with letters.

Activity

Using the first letter of each learners name, ask the class to name occupations beginning with that letter. Examples are listed below.

Anna:	air traffic controller, auto mechanic, activity director, airline pilot, accountant, aide, actor
Brad:	baker, bus boy, beautician, brick mason, builder, bartender, butcher, banker
Carol:	cook, chef, contractor, canner, cleaner, caterer, carpenter
Dick:	doctor, dentist, driver, dairyman, deliveryman, dancer, dishwasher
Edith:	electrician, educator, executive, economist, ecologist
Fred:	farmer, fisherman, florist, fitness instructor
Gail:	gangster, gambler, general, guide, gemologist
Henry:	housewife, hairdresser, hunter, humanitarian
Inez:	inventor, illustrator, interior designer, insurance salesman
John:	judge, juggler, jeweler
Karen:	king, kidnapper
Len:	lawyer, laundry worker, lion tamer, line man, locksmith, laborer
Mary:	minister, marriage counselor, miner, musician
Ned:	neurologist, newsboy, navigator, nurse
Odie:	oceanographer, orator, ophthalmologist, optometrist
Peter:	physician, pharmacist, politician, preacher, psychiatrist
Quintin:	quilter, quarryman, quarterback
Reva:	radio announcer, railroad worker, radiologist, refrigerator repairman
Sue:	scientist, sportscaster, senator, salesman, superintendent, secretary, seamstress
Ted:	teacher, tour guide, teller, telephone operator, trader, treasurer
Wanda:	waitress, welder, weaver, writer, wood carver

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

D. Will determine word meaning from a knowledge of words or word parts as used in a given context.

Activity

Ask learners to finish the following expressions:

1. Cash on the .... barrelhead
2. Not worth a ... hill of beans
3. Don't bite off... more than you can chew
4. Pull yourself up by... your own bootstraps
5. Robbing Peter... to pay Paul
6. Handwriting on... the wall
7. Pull the wool... over your eyes
8. Easy as taking candy... from a baby
9. Have one too many irons... in the fire
10. Fly by... night
11. Other fish... to fry
12. Talking through your... hat
13. Lock, stock and... barrel
14. Love me... love my dog
15. Hit the nail... on the head
16. Poor as a.... church mouse
17. Don't bite the... hand that feeds you
18. Can't see the forest ... for the trees
19. Let sleeping dogs... lie
20. Don't throw in the... towel

Source: Life Skills Resource Guide for Senior Adult Learners, Writing team, 1990.

Activity

List the highlighted words on a chalkboard or poster board. Ask learners to list a synonym and antonym for each word. Under each word, list the examples given by learners. (Sample responses are listed below each word)

Hot
Synonyms: heated, warm, scalding, fiery, feverish
Antonyms: cold, cool, frosty, icy
Afraid
Synonyms: scared, frightened, terrified
Antonyms: brave, confident, fearless

Beautiful
Synonyms: pretty, attractive, gorgeous, becoming
Antonyms: ugly, unattractive, repulsive, unsightly
Sturdy
Synonyms: solid, durable, strong, firm, secure
Antonyms: shaky, fragile, weak, flimsy, feeble
Smart
Synonyms: intelligent, brilliant, wise, clever
Antonyms: dense, dumb, stupid, moronic
Fast
Synonyms: quick, speedy, rapid, swift
Antonyms: slow, sluggish, leisurely, unhurried
Large
Synonyms: big, gigantic, huge, immense, vast
Antonyms: small, tiny, minuscule, diminutive
Creative
Synonyms: resourceful, ingenious, imaginative, original
Antonyms: redundant, dull, ordinary
Simple
Synonyms: easy, elementary, effortless, rudimentary
Antonyms: complicated, difficult, hard, demanding
Happy
Synonyms: delighted, glad, cheerful, jolly
Antonyms: sad, dejected, sorrowful, melancholy

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

E. Demonstrate literal comprehension skills by responding to oral or written questions about reading selections.

Activity

Read the following story to learners or ask for volunteers to read portions aloud. Ask each learner to answer the questions following the story.

The Life and Art of Jerome Tiger

By any measure, the life and art of Jerome Tiger are of undeniable fascination. In the past decade the Tiger art has come to be regarded as an almost inexplicable phenomenon and, at the same time, has created a growing curiosity about the artist.

He was a fullblood Creek-Seminole, born in 1941 in Oklahoma. He grew up on the campgrounds that surrounded his grandfather's Indian Baptist church near Eufala. There and, later, in Muskogee he attended public schools, learned English, and became familiar with such marvels of white culture as running water, indoor toilets, and telephones. He was a high school dropout, a street and ring fighter of exceptional ability, and a laborer. He married and had three children. And he died in 1967, at the age of twenty-six, of a gunshot wound to the head.

The young Tiger's uncanny ability for drawing--virtually anything, and after only a momentary glance--was always apparent, but it was not until he was grown that he could think of turning to it as a career, as work, as a means of financial support. With little formal training and in spite of all advice, he committed himself to Indian art, at a time when few, if any, could make a living at it. In the next five years, from 1962 until 1967, he produced hundreds of paintings that from the beginning received the acclaim of critics, won awards, and brought success and recognition.

The success of Jerome Tiger's art, and its genius, can be attributed to what is now called the Tiger style, a unique combination of spiritual vision, humane, even homely, understanding, and technical virtuosity--the flowing and graceful energy of his lines. He painted within the Indian art tradition but extended it to new dimensions and to a new level of expression. With the kind of universal appeal common to great art, his work speaks not just to the Indian but to everyone.

(Excerpt from The Life and Art of Jerome Tiger, by Peggy Tiger and Molly Babcock, The University of Oklahoma Press, 1980.)

Discussion Questions:

1. Who was the article about? (Jerome Tiger)
2. What was Jerome Tiger's occupation? (artist)
3. Where was Jerome Tiger born? (Oklahoma)
4. Was he married? (yes)
5. How many children did he have? (three)
6. In what year did Jerome Tiger die? (1967)
7. How old was he when he died? (26)
8. What nationality was Jerome Tiger? (Creek-Seminole Indian)

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Instructional Goal

F. Demonstrate inferential comprehension skills.

Activity

As a class, read the following excerpts and answer the questions following each passage. You may want to stimulate discussion by asking learners to share how they came to their conclusion.

"Confessions of a Crackpot"

Americans are still born free, but their freedom neither lasts as long nor goes as far as it used to. Once the infant is smacked on the bottom and lets out his first taxable howl, he is immediately tagged, footprinted, blood-tested, classified, certificated, and generally taken in census. By the time that squawler has drawn the breath of adulthood he must have some clerk's permission to go to school or stay away, ride a bike, drive a car, collect his salary, carry a gun, fish, get married, go into the army or stay out, leave or re-enter the country, fly a plane, operate a power boat or a ham radio, buy a piece of land, build a house or knock one down, add a room to the house he has bought, burn his trash, park his car, keep a dog, run his business, go bankrupt, practice a profession, pick the wildflowers, bury the garbage, beg in the streets, sell whiskey in his store, peddle his magazines from house to house, walk across a turnpike from one of his fields to another now that the state has divided him -- the list is endless. Even in death his corpse must be certificated and licensed before the earth may swallow him legally. Freedom is no longer free but licensed.

JOHN CIARDI

QUESTIONS:

1. How would you describe the author's opinion of our legal system?
2. What do you think might have influenced his opinion?

"Should We Bring Literature to Children or Children to Literature?"

But the tendency of the time is much better illustrated by a group of professors of education who have just recently proposed that the list of "required reading" in schools should be based upon a study which they have just sponsored of the tastes of school children... Would any pediatrician base the diet which he prescribed for the young submitted to his care simply on an effort to determine what eatables they remembered with greatest pleasure? If he knew that the vote would run heavily in favor of chocolate sodas, orange pop, hot dogs and bubble gum, would he conclude that these should obviously constitute the fundamental elements in a "modern" child's menu?

JOSEPH WOOD KRUTCH

QUESTION:

How would the author answer the question posed in the title of this essay?

Why Children Fail

When we talk about intelligence, we do not mean the ability to get a good score on a certain kind of test, or even the ability to do well in school; these are at best only indicators of something larger, deeper, and far more important. By intelligence we mean a style of life, a way of behaving in various situations, and particularly in new, strange, and perplexing situations. The true test of intelligence is not how much we know how to do, but how we behave when we don't know what to do.

The intelligent person, young or old, meeting a new situation or problem, opens himself up to it; he tries to take in with mind and senses everything he can about it; he thinks about it, instead of about

himself or what it might cause to happen to him; he grapples with it boldly, imaginatively, resourcefully, and if not confidently at least hopefully; if he fails to master it, he looks without shame or fear at his mistakes and learns what he can from them. This is intelligence. Clearly its roots lie in a certain feeling about life, and one's self with respect to life. Just as clearly, unintelligence is not what most psychologists seem to suppose, the same thing as intelligence only less of it. It is an entirely different style of behavior, arising out of an entirely different set of attitudes.

JOHN HOLT

QUESTIONS:

How does the author define intelligence?
How does the author think we usually define intelligence?
How do you think the author would define unintelligence?

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *Excerpts taken from Prentice-Hall Handbook for Writers, sixth edition, Megget, Mead, and Charvat. Prentice-Hall, Inc., Englewood Cliffs, N.J.,1974.*

Instructional Goal

G. Demonstrate evaluative comprehension skills.

Activity

Write the following editorial on a piece of posterboard or the chalkboard. After a discussion of the editorial, ask learners to identify the underlined portions as either fact or opinion.

LOTTERY: Don't Export False Hopes

Florida is exploring a new export to Third World countries -- lottery tickets. It's a sick idea. Sure, the United States has balance-of-trade problems, but not so bad that we have to exploit the poorest of the poor in other nations.

But the House of Appropriations Committee on Monday agreed to let the Lottery Department spend money during the coming fiscal year to explore international ticket sales. Officials from several countries in Central and South America and the Caribbean have asked to have ticket outlets in their countries. The foreign governments would get a cut, and the outlets would cut down on the illegal sale of lottery tickets, officials say.

For cash-strapped Florida legislators, the idea is sure to have appeal. The extra customers would drive up the payoff, producing more money for education in this state.

But are we so starved for money that we have to hold out false hopes to millions of people, many of whom will surely use money that should be spent for food, clothing, and shelter to purchase lottery tickets?

It is bad enough for the lottery to foster a something-for-nothing mentality here in Florida. We don't need to export that mistake.

Variation: This activity can be used with any text that includes both fact and opinion. You may choose to use it in conjunction with other language arts activities.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *Excerpt from The Tallahassee Democrat, May 9, 1990, p.14A.*

Instructional Goal

H. Demonstrate appropriate skills for obtaining information.

Activity

Bring several newspapers to class. Divide sections of the paper and distribute to learners. Ask learners with appropriate sections to find and share the following information:

1. What is the weather forecast?
2. What is today's front page headline?
3. What is the score of a local sports event?
4. What is the stock market rate for _____? (choose any stock)
5. What is the topic of a letter to the editor?
6. What is the topic of today's advice column?
7. What is playing at the local movie theatres?

You may choose to vary this activity according to class size and need.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resources for Language Arts

Reading Skills for Life and Literature, Lifelong Learning Books, Patricia Magaw Fuhs, Rena Moran, and Pamela Chek. Scott, Foresman and Company, Glenview, IL, 1989. This text is intended as a workbook for the GED Test. It is divided into two parts: 1) reading as a life skill and 2) practice skills for taking the GED Test. Each section begins with a survey and ends with a test. All answers to tests are explained in the text.

Steck-Vaughn Comprehension Skills, Steck-Vaughn, Austin, TX, A Subsidiary of National Education Corporation, 1987. This is a series of workbooks for use in practicing reading skills. Each level has books with the following topics: main idea, context, facts, sequence and conclusion. The books include reviews, self-tests, puzzles and games. The series also includes a teacher's manual.

Vocabulary Connections: A Content Area Approach, Level G, Steck-Vaughn, Austin, TX, A Subsidiary of National Education Corporation, 1989. The workbook contains five units. Within each unit is four lessons designed to build the reader's vocabulary. Activities within the units include using the words within context, looking words up in the text dictionary and using the words in a writing exercise. Content areas include; literature, science, health, history/geography, mathematics, and fine arts.

Vocabulary Through Pleasurable Reading, Book 1, Harold Levine, AMSCO School Publications, Inc., New York, N.Y., 1974. The book provides sixteen units. Each unit's focus is a passage from a widely read work such as, "The Tell-Tale Heart" and "The Red Pony." Following each passage is a variety of activities designed to improve vocabulary and enhance reading skills. The activities include; understanding the passage, learning new words, applying new skills, learning from derivatives, improving spelling, and correct usage.

Critical Reading Skills Series, Jamestown Publishers, Providence, RI., 1989. This series of five books includes: Disasters!, Phenomena, Heroes, Eccentrics, and Apparitions. Each book contains twenty-one stories. Each story is followed by four critical reading exercises; Finding The Main Idea, Recalling Facts, Making Inferences, and Using Words Precisely. Reading speed charts, progress graphs, and answer keys are included in each book.

Best Selling Chapters, Middle Level, and Best Selling Chapters, Advanced Level, Raymond Harris, Jamestown Publishers, Providence, RI., 1982. These books contain chapters from best selling novels. Each selection provides the context for an in-depth lesson on a single literary element. Each unit includes discussion questions and writing activities. Topics covered in the middle level book are setting, character, language, tone and mood, conflict, theme, symbolism, autobiography, the historical novel, and fantasy. Topics covered in the advanced level book are setting, point of view, character, conflict, plot, language, tone and mood, symbolism, satire, allegory, theme, and discussing literature.

Best Selling Short Stories, Middle Level, Raymond Harris, Jamestown Publishers, Providence, RI., 1982. The book contains lessons built around each selection that teaches a single literary element as exemplified by the story. This book covers the short story, plot, character, setting, theme, use of language, tone and mood, science fiction, the folk story and judgments and conclusions.

Sudden TWISTS: 18 Tales that Take a Surprising Turn, Burton Goodman, Jamestown Publishers, RI, 1989. This is a collection of short stories from around the world by many famous authors. These stories all share a common feature: an unexpected, last-minute plot-twist concludes the story with a surprise ending. Each story is accompanied by six sets of exercises in reading comprehension, literary skills, and critical thinking.

Snapshots: A Collection of Readings for Adults, Cambridge, the Adult Education Company, New York, N.Y., 1984. This text is an anthology of articles on relationships, child care, health, money, computers, business, and other selected areas of interest to the adult reader. Most selections come from books, newspapers, and magazines. Each reading passage is followed by several multiple-choice questions.

Readings in Cultural Literacy, Stuart Marguiles and Caleb Crowell, Educational Design, Inc., New York, N.Y., 1989. This book is divided into twelve units. Each unit contains articles from literature, social studies, biography, and science. The articles cover a wide variety of topics. The selections provide the reader with a knowledge of the things that are being written about in newspapers and magazines and talked about on television.

Focusing on Literature, Caleb Crowell and Dana Pierson, Educational Design, Inc., New York, N.Y., 1989. This book contains speeches, selections from novels and short stories, fragments of autobiographies, humorous essays, scenes from plays, and reflections on the nature of life and death. Nearly all of the selections in the book were written between the years of 1600 and 1900. After each selection, there are several multiple-choice inference-type questions.

Women in History, Jerry Aten, Good Apple, Inc., Carthage, IL., 1986. This book provides a one-page biographical sketch of forty women. Each sketch includes background information and the highlights of that person's trip into history. This is followed by five questions about the woman and finally a research question that may be used as a writing project or discussion topic.

Fantastic Mystery Stories, Anne Moody and Jim Whiting, Turman Publishing Company, Seattle, Washington, 1981. This is a duplicator book with mystery stories and activity sheets that may be copied for class use. Each mystery story is followed by a set of questions about the story. The questions deal with the main idea of the story, locating facts in the story, identifying sequence, vocabulary, making inferences, and reading appreciation.

Mythology/Archeology/Architecture, Diane Sylvester and Mary Wiemann, the Learning Works, Inc., Santa Barbara, CA., 1982. The three sections of this book are intended to assist the learner in developing and applying reading skills. The Mythology section includes Chinese, Eskimo, Hispanic, Iroquois, Japanese, Norse, and Polynesian myths. The Archeology section introduces learners to discoveries that have been made in all parts of the world and creates an awareness of scientific theories and procedures used in this area of study. The Architecture section acquaints the learner with the basic elements and principles of architecture.

A Treasury of the World's Best Loved Poems, Avenel Books, New York, Crown Publishers, 1980. This anthology provides over 100 selections of poems by poets such as Shakespeare, Blake, Browning, Keats, Shelley, Wordsworth, Poe, and Whitman.

The Newspaper, a packet of materials from the Tallahassee Democrat's Newspaper in Education program. This packet shows how to use newspapers in adult education classes in order to provide both reading and life skills for adult learners. Vocabulary in the material is aimed at intermediate and secondary level adult readers.

Life Science

Instructional Goal

A. Demonstrate a knowledge of the requirements necessary for life.

Activity

As a group, discuss learners' experiences with growing plants and food. List the necessary requirements for human life. List the necessary requirements of plant life.

Begin a class herb garden with the following supplies: potting soil, small containers, and seeds (decide as a class what to include).

Instructions for plants are on individual packets.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

B. Demonstrate knowledge of plants and requirements necessary for life.

Activity

Discuss the following quiz:

1. The only animals that have feathers are birds. True.
2. No other animal can travel faster than birds. True.
3. All birds can fly. False. The largest bird in the world, the Ostrich, can't fly. Can you name others?
4. All birds hatch from eggs. True.
5. Some birds have teeth. False. Birds have a beak or bill for feeding and self-defense.
6. Some birds mate for life. True.
7. The national symbol for the United States is the Golden Hawk. False. The symbol for the USA is the Bald Eagle.
8. Animals with a backbone are called vertebrates. True. Animals with no backbone are called invertebrates.
9. Birds are vertebrates. True.
10. The duck and geese feathers used to stuff pillows and blankets are called fiberfill False. It is called down.
11. More birds than any other species of animals have become extinct. True.

12. There are more than 700 kinds of birds in North America. True.
13. Since the 1600's, about 80 kinds of birds have become extinct. True.
14. Pollution of the environment does not hurt birds. False. Air pollution can cause the egg shells to weaken and fail to hatch. Fish that are contaminated from water pollution can harm the birds that eat them. Insects and worms that are contaminated with polluted soil can poison birds.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Activity

Read each description to learners and ask them to name the flower.

1. This flower is red, white, or pink. The capsules of this flower produce opium, the chief ingredient to heroin. The seeds of this flower are sprinkled on bread and rolls. This flower is often given out on Veteran's Day. WHAT IS THIS FLOWER CALLED? Poppy
2. This flower blooms on a shrub. This flower lives best in acid soil and partial shade. The blossoms range from pink, white, purple and yellow, and red. This flower blooms particularly well in the southern United States. All parts of the plant are poisonous if eaten. WHAT IS THIS FLOWER CALLED? Azalea
3. This is the most beautiful of all flowers. This flower is usually grown from cuttings but can grow as a seedling. This flower is known for its wonderful aroma. The smaller variety of this flower is known as a "Tea" variety, because is smells like tea. WHAT IS THIS FLOWER CALLED? Rose
4. In old English, this flower is known as, "Day's Eye". This flower has a yellow center, and white, yellow, pink, red or purple petals. WHAT IS THIS FLOWER CALLED? Daisy
5. This flower is related to a group of flowers called, "Pinks". These flowers grow from one to three feet high and may be pink, purple, red, yellow, or white. Gardeners have cultivated this flower since ancient times. Today this flower is widely used as decoration for a man's lapel and in bouquets. WHAT IS THIS FLOWER CALLED? Carnation
6. This is a tall plant known for its big, yellow flowers. This plant grows from three to ten feet high. The flower head may hold up to 1,000 edible seeds. The seeds are rich in protein. The seeds also yield a high quality vegetable oil which is used in making margarine and cooking oil. This oil is the third most important vegetable oil; only soybean and palm oil are produced in greater abundance. WHAT IS THIS FLOWER CALLED? Sunflower

Thoughts to ponder:

a. When a man brings his wife flowers for no reason, he'd better have one.

b. A single rose for the living is better than a costly wreath at the grave.

c. All the flowers of all tomorrows are in the seeds of today.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*
Resource: *14,000 Quips and quotes for Writers and Speakers; E.C. McKenzie. Crown Publishers, 225 Park Avenue S., New York, NY 10003.*

Instructional Goal

C. Demonstrate knowledge of animal and insect life and the requirements necessary to support life.

Activity

Read aloud to learners, the names which refer to very young animals. Ask learners to name the animal in its adult state.

Colt	Male Horse
Filly	Female Horse
Calf	Cow, Elephant, Antelope, Rhino, Hippo, Whale
Cockerel	Rooster (Male)
Chick	Chicken
Bunny	Rabbit
Duckling	Duck
Cygnet	Swan
Eaglet	Eagle
Foal	Horse, Zebra
Fry	Fish (this is where the expression, "small fry" originates)
Fledgling	Birds
Heifer	Cow
Kid	Goat
Suckling	Pig
Poult	Turkey
Gosling	Goose
Joe	Kangaroo
Elver	Eel
Tadpole	Frog
Lamb	Sheep
Ewe	Goat

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Activity

Ask learners to select correct names of animals living together in groups.

1. A SCHOOL of: a) fish b) dogs c) monkeys
2. A BED of: a) guppies b) fish c) oysters
3. A PACK of: a) chickens b) cattle c) wolves
4. A KNOT of: a) birds b) geese c) toads (This is reference to "a knot on a log")
5. A CLOUD of: a) geese b) bees c) knats

6. A SWARM of: a) crows b) bees c) lions
7. A COVEY of: a) frogs b) fish c) quail
8. A PRIDE of: a) lions b) birds c) geese
9. A GAGGLE of: a) geese b) deer c) rabbits
10. A SLEUTH of: a) rats b) bears c) rabbits
11. A GANG of: a) whales b) deer c) elks
12. A COLONY of: a) ants b) hound dogs c) oysters
13. A YOKE of: a) frogs b) mice c) oxen

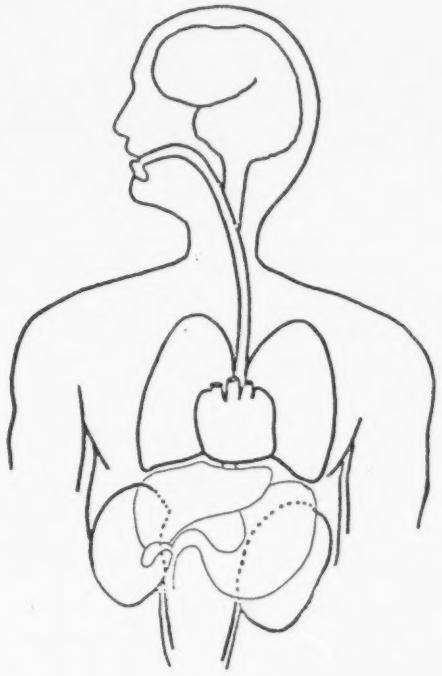
Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

D. Demonstrate knowledge of human body systems.

Activity

Draw the following diagram of the body on the chalkboard or copy onto a handout for learners. This diagram will be an aid in discussing the body systems and the effects of various drugs on the parts of the body.



Describe and label the following body parts:

Brain: the thinking part of the body
Lungs: work in respiration or breathing
Liver: located under the lungs and functions to filter the blood of poisons
Heart: moves the blood through the body; is located in front of the lungs
Stomach: works to digest food; located next to the liver
Kidneys: located near the stomach and liver; helps to remove material from the body

Discuss the effects of nicotine on the body using the following outline:

I. Obtained from tobacco plant
   Found in such forms as cigarettes, cigars, chewing tobacco and snuff

II. Immediate effects
   A. Air travels from the nose and mouth through the throat and bronchial tubes to the lungs
   B. Gases and particles penetrate mucus membranes and bronchial passages
   C. Stimulates central nervous system
   D. Increases heart rate, blood pressure, respiration
   E. Paralyzes cilia

III. Long term effects
   A. Heart disease
   B. Bronchitis
   C. Emphysema
   D. Lung Cancer
   E. High potential for dependence

Trace the route of nicotine on the diagram using the following information as a guide:

- Tobacco can be chewed and smoked. Tobacco can enter the body through the mouth and nose.
- If the tobacco is swallowed, it leaves the stomach and is absorbed into the bloodstream in the intestines.
- Once in the bloodstream, the swallowed tobacco goes to the heart.
- The tobacco in the bloodstream goes from the heart to the lungs.
- If the tobacco has been smoked, it enters the bloodstream in the lungs. If it is already in the bloodstream from being swallowed, its path to the lungs has been traced already. At this point, two things happen. Part of the tobacco is breathed out. The rest of the tobacco is pumped with the blood and oxygen back to the heart.
- The heart then pumps the tobacco and blood to the brain.
- The blood leaves the brain taking what's left of the tobacco. Eventually it goes to the liver to be filtered out.
- From the liver, the tobacco leaves the body.

Discuss the effects of caffeine on the body using the following outline:

I. Extracted from kola nut, cocoa bean, tea leaves
   Found in popular products

II. Immediate effects
   A. Within five minutes
   B. Lasts about four hours
   C. Increases heart beat
   D. Insomnia
   E. Decrease in ability to balance

III. Long term effects
   A. Heart attack
   B. Peptic ulcers
   C. Personality differences
   D. Potential for dependence

Discuss the effects of alcohol on the body using the following outline:

I. History of alcohol
   Obtained through the fermentation process

II. Types of alcohol
   A. Methyl
   B. Ethyl
   C. Isopropyl

III. Alcohol content
   Beer, wine, hard liquor

IV. Immediate effects
   A. Alters heart rate, blood pressure
   B. Stimulates appetite
   C. Affects the brain
   Stages of intoxication

V. Long term effects
   A. Hepatitis
   B. Anemia
   C. Brain damage
   D. Cirrhosis
   E. Heart disease
   F. Potential for dependence

Trace the route of alcohol on the diagram using the following information as a guide:

- Alcohol enters the body through the mouth.
- The alcohol then goes down the throat to the stomach.
- Next the alcohol leaves the stomach to the intestines, where it is absorbed into the bloodstream.
- Once in the bloodstream, the alcohol goes to the heart.
- The blood then carries the alcohol to the lungs where some of the alcohol is mixed with oxygen and is carried to other parts of the body. Some of the alcohol leaves the body from the lungs through breathing.
- The alcohol in the blood moves from the lungs back to the heart.
- The heart then pumps the alcohol and blood to the brain.
- The blood and the alcohol leave the brain and eventually go to the liver to be filtered out.
- From the liver, the alcohol goes to the kidneys.
- Finally, the alcohol leaves the body after passing through the kidneys.

Source: *Science and Health Curriculum, Leon County Schools, Third Grade, 1989 (Activity Revised 1990).*

Resources for Life Science

Readings in Life Science: A Survey of Basic Biology, Cambridge, The Adult Education Company, New York, N.Y., 1986. The text is divided into the following five units: About Life Science, Cells, Differences Among Living Things, The Plant and Animal Kingdoms, and The Human Body. Each section offers learning goals, summaries, vocabulary, discussion questions and activities. Each unit provides a unit test. The book is well organized and easy to follow.

Content Area Reading Skills: Science, Level C, H. Alan Robinson and Charlotte Reynolds, EDL/McGraw-Hill, New York, 1980. Although the text is intended as a reading guide, the information is presented in a concise manner that lends itself to short unit studies. Content is presented in short pieces, 1-3 pages, and followed by a number of activities to reinforce the learning process. Life science areas covered include: Animals, Human Body, and Health.

The following workbooks are part of a learning series entitled: "The Wonders of Science". Each book offers a student and teacher edition. Although some of the activities are not age appropriate for adult learners, the information offered is good and is presented in large print. Activities may be easily adapted to fit the needs of individuals and classes.

The Wonders of Science: The Human Body, Joan S. Gottleib, Steck-Vaughn Company, Austin, TX, 1986.

The Wonders of Science: Plant Life, Joan S. Gottleib, Steck-Vaughn Company, Austin, TX, 1986.

The Wonders of Science: Water Life, Joan S. Gottleib, Steck-Vaughn Company, Austin, TX, 1986.

The Wonders of Science: Land Animals, Joan S. Gottleib, Steck-Vaughn Company, Austin, TX, 1986.

Math

Instructional Goal

A. Read and write numerals.
B. Demonstrate the ability to round numbers.
C. Demonstrate the ability to put numbers in order.

Activity

Ask learners to write the following numbers as you read them aloud.

347.3	4,679.6	2.3
24.9	25.7	14.7
17.8	182.2	504.2
153.7	1.3	12.4
72.4	17.4	
33.7	6,724.8	
101.2	478.1	
72.9	829.9	

Next, ask learners to then round each number to the nearest whole number and then place the numbers in numerical order:

Nearest Whole Number:	347	182
	25	1
	18	17
	154	6,725
	72	478
	34	830
	101	2
	73	15
	4,680	504
	26	12
Numerical Order:	1	73
	2	101
	12	154
	15	182
	17	347
	18	478
	25	504
	26	830
	34	4,680
	72	6,725

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

D. Demonstrate the ability to add whole numbers.

Activity

Arithmetic Quizzmo or Number Bingo are excellent tools to teach math to senior adult learners. Arithmetic Quizzmo has 40 game cards with 100 equations. Number Bingo has 40 + game cards with eight numerals on each game card.

Arrange learners at a table (or tables) with one card and markers in front of them. Ask one learner to be the "caller" and another to place the used numbers or equations on a master grid which is included in each set. This allows two learners per game to have a more active involvement and allows the teacher to assist with learners who may need assistance. Encourage the caller to call out an equation such as "4 + 2" or "3 + 7", etc. The learners with game cards cover the correct sum. The assistant to the caller keeps track of which equations have been called. The winner is the first person to correctly cover the entire card. The winner is then given the option to continue playing, be the caller or be the assistant to the caller. If learners in the class are visually impaired, the large master grid is much easier to see and offers an opportunity for all to participate.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990 (Activity Revised 1990).*

Resource: *Arithmetic Quizzmo by Milton Bradley, Number Bingo by Trend. Both available at Big Bend School Supply.*

Instructional Goal

E. Demonstrate the ability to subtract whole numbers.

Activity

Write the following problems on a chalkboard or dry erase board. Ask learners to volunteer to work problems at the board. Learners should be encouraged to help each other. It may be appropriate to ask learners to work in pairs.

10 - 3 = 7
18 - 15 = 3
29 - 3 = 26
92 - 8 = 84
44 - 32 = 12
96 - 90 = 6
484 - 53 = 431

13	7	32	84
- 9	- 6	- 8	- 7
4	1	24	77

17	72	376	1,004
- 14	- 12	- 117	- 894
3	60	259	110

227 - 102 = 125
3,932 - 800 = 3,732
7,321 - 317 = 7,004

2,876	52,829
- 1,628	- 34,908
1,248	17,921

Source: *Activities for Special Needs, 1986. Leon County Schools Adult and Community Education (Activity Revised 1990).*

Instructional Goal

F. Demonstrate the ability to multiply whole numbers.

Activity

Read the story to learners; ask them to determine the answers.

Mr. and Mrs. Busy wanted very much to have children. But after 9 years of marriage, the couple had failed to conceive. Finally, the couple decided to go to a fertility clinic. Mrs. Busy was placed on fertility pills. Fertility pills help a lot of women get pregnant. Sometimes fertility pills can cause multiple births. The good news is that Mrs. Busy became pregnant and had twins. However, when the twins were ten months old, Mrs. Busy became pregnant again! This time she had quadruplets! Now, Mr. & Mrs. Busy are really busy. Let's see how busy they are:

1. What number does quadruplet represent? four
2. If each of the quadruplets require ten diaper changes per day, how many diapers in all, do the quadruplets require each day? 40. Per week? 280
3. If the twins require five diapers per day, how many diapers in all do the twins require per day? 10. Per week? 70
4. How many diapers do the twins and the quadruplets use per day? 50. Per week? 350
5. How many diapers in all, do the children of Mr. and Mrs. Busy use in one month's time? 1,400
6. If each child needs six bottles per day, how many bottles do Mr. & Mrs. Busy need to prepare per day? 36. Per week? 252
7. How many bottles of milk do Mr. & Mrs. Busy need to prepare for their children in one month's time? 1,008

Bonus Question: If the twins were ten months old when Mrs. Busy got pregnant, how old would the twins be when the quadruplets were six months old?

10 months old
9 month gestation period
6 months
25 months of age
How many years of age is 25 months? 2 years, one month

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

G. Demonstrate the ability to divide whole numbers.
H. Demonstrate an understanding of fractions and percents.

Activity

Work the following problems as a class

81 divided by 9 = 9
40 divided by 10 = 4
36 divided by 4 = 9
72 divided by 9 = 8
14 divided by 7 = 2
15 divided by 3 = 5

Find the percentages of the following whole numbers

25% of 10 = 2.5
40% of 80 = 32
90% of 1,000 = 900
30% of 60 = 18
15% of 50 = 7.5
80% of 40 = 32

List the fractional equivalent of the following percentages.

10% = 1/10
25% = 1/4
50% = 1/2
75% = 3/4
90% = 9/10

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

I. Demonstrate an ability to measure time, temperature, distance and capacity.

Activity

Discuss as a group, the following examples:

1. It is 1:00 p.m. You must turn on the oven in one hour. What time will it be? 2:00 p.m.
2. It is 7:30 a.m. Your dentist appointment is in one hour and 15 minutes. When is your appointment? 8:45 a.m.
3. It is 12:00 p.m. Your lunch period begins in 15 minutes. What time will it be? 12:15 p.m.

4. It is 6:30 p.m. The movie begins at 7:15 p.m. How long must you wait? 45 minutes
5. It is 11:00 a.m. Your friend invited you to a party that begins at 2:30 p.m. How long until the party? 3 1/2 hours
6. It is 9:30 p.m. The late movie starts at 10:20 p.m. How long must you wait? 50 minutes
7. It is 1:15 p.m. The neighbor says you may use her pool for one hour. What time must you leave? 2:15 p.m.
8. It is 12:00 p.m. You are meeting a friend for lunch in 25 minutes. What time will it be? 12:25 p.m.
9. It is 6:00 a.m. You must be at work at 7:30 a.m. How much time until you must be at work? 1 1/2 hours
10. It is 8:00 a.m. Your doctor appointment is for 10:00 a.m. How long must you wait? 2 hours
11. It is 1:15 p.m. The pizza must cook for 45 minutes. When should you take it out of the oven? 2:00 p.m.

Source: *Activities for Special Needs, Writing Team, 1986. Leon County Schools Adult and Community Education. (Activity Revised, 1990).*

Activity

You will need the following:

Current 12-month calendar
Small cards for questions (optional)
Paper and pencil (optional)
Calendar questions

Give each learner a current 12-month calendar and questions concerning its use (refer to example).

You can do this one of three ways. 1) Attach a calendar to a folder. Write questions on small cards. Learners read and write answers as an individual assignment; 2) Prepare questions on cards and learners take turns answering in order; or 3) Learners can create their own questions and give to other students.

Directions: Look at the calendar and answer the following questions:

1. What are the names of the weekdays?
2. What are the numbers included in any one week in the month of January?
3. What are the names of the weekend days?
4. What are the numbers included in the first weekend in February?
5. What is the name of one month?
6. How many days are in a week?
7. How many days are in most months?
8. How many weeks are in the month of March?
9. How many weeks are in the month of February?

10. How many days are in the month of November?
11. What is the first month of the year?
12. What month comes after February?
13. What month comes after July?
14. What month comes after October?
15. Looking at the calendar, state or write the months of the year.
16. Close the calendar and write the months of the year.
17. What is the name of today?
18. What is the number of today?
19. What is the current month?
20. State or write the entire date, including the month, day and year.
21. State or write the entire date, using a number to represent the month.
22. What day of the week is September 9, 19___?
23. What day of the week is June 30, 19___?
24. What day of the week is 11/15/___?
25. If today is Monday, what is tomorrow?
26. If today is Saturday, what was yesterday?
27. What is the date of Christmas?
28. What is the date of Thanksgiving?
29. What is the date of New Year's Day?

Source: *Activities for Special Needs, Writing Team, 1986. Leon County Schools Adult and Community Education (Activity Revised 1990).*

Activity

You will need the following: Measurement tools - ruler, yardstick, metal tape measure, folding ruler; miscellaneous objects to measure.

Display measurement tools. Name different objects and ask learners to determine which tool would be the easiest or most appropriate to use. Encourage learners to measure objects in the room, such as books, tables, windows, etc.

Source: *S.R.A.: Arithmetic Skills, n.d., p. 3.4.6.2 and 3.5.2.1. in Activities for Special Needs, 1986. Leon County Schools Adult and Community Education (Activity Revised 1990).*

Instructional Goal

J. Demonstrate the ability to solve money problems.

Activity

You will need the following: Catalog/newspaper and scissors/glue (optional).

Ask learners to look through a newspaper or catalog and locate one item they might wish to buy. Ask them to cut out the item and its price, then paste it on paper, or instead write the name of the item and its price.

Beside each, ask the learner to write down the amount of money that they could give the cashier to pay for the item. You may want to specify from what currency the students can choose. Ask the learners to locate 10-15 different items, identifying the currency that should be given to the cashier and the amount of change they should receive.

Source: *Activities for Special Needs, 1986. Leon County Schools Adult and Community Education (Activity Revised 1990).*

Activity

You will need the following: Miscellaneous catalogs; paper; pencil; calculator (optional).

Assign each learner a specific amount of money (vary amount according to skill level of learner and general price range of catalog).

Ask each learner to "buy" whatever items he/she desires, as long as he/she does not spend more money than given. Ask them to write down the name of the item, as well as the prices. More advanced learners may also be required to figure sales tax.

Source: *Activities for Special Needs, 1986. Leon County Schools Adult and Community Education (Activity Revised 1990).*

Activity

Consult the activity directors at class sites regarding companies/local stores which provide free samples of toiletries and other small gift items (stationary, paper weights, pretty candles, etc.) Display the donated items on a table so that each learner is able to see the items. There should be enough items for each learner to "purchase" at least one item. Give each learner several bills of play money and assorted coins. In turn, ask each learner to bid on an item that appeals to the learner. The object of this activity is for the learners to appropriately identify assorted objects and correctly "pay" for them. Some learners may need assistance in counting money. Encourage other members of the class to provide this assistance, if needed.

Source: *Activities for Special Needs, 1986. Leon County Schools Adult and Community Education (Activity Revised 1990).*

Instructional Goal

K. Demonstrate the ability to solve real world problems involving whole numbers.

Activity

As a class, work through the following problems:

1. If your car travels 20 miles on a gallon of gas, how far can you travel on 16 gallons of gas? (20 X 16 = 320)
2. If you buy a $50 vase for $40, what percent have you saved? (40 divided by 50 = .80 pd/100 - .80 = 20% saved)
3. If you are traveling 47 miles per hour, how long will it take you to travel 141 miles? (141 divided by 47 = 3)
4. If you weigh 205 pounds, and you go to a weight loss program and lose 50 pounds, how much will you weigh? (205 - 50 = 155)
5. If a child weighs 7 1/2 pounds at birth and doubles his/her weight in three months, how much will the child weigh at a three month check up? (7 1/2 x 2 = 15 pounds)

Activity

Ask learners to work the following problems mathematically as you read them aloud.

1. The bus had 11 passengers when it left the shopping mall. Three passengers got on at the next stop and five got off. One third of the remaining passengers got off at the next stop. How many passengers remain?

   11 + 3 = 14
   14 - 5 = 9
   9 divided by 3 = 3
   9 - 3 = 6 passengers

2. If you are saving to buy a radio that costs $45 and you have $36, how much more money must you save before purchasing the radio? $9

3. Your grocery store purchase is $47.65. If you give the cashier $60.00, what amount of change should you receive? $12.35

4. Theatre tickets are $5 for adults and $3 for children. How much will it cost for a husband, wife and four children to attend?

   5 x 2 = 10
   4 x 3 = 12
   10 + 12 = 22 dollars

5. If you purchase a piece of real estate for $8,500 and sell it for $10,000, what percent profit have you gained?

   10,000 - 8,500 = 1,500
   1,500 divided by 8,500 = .174 or 17%

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

L. Demonstrate the ability to solve measurement problems.

Activity

Ask learners to determine the following:

1. How many months old are you?
2. How many days have you lived?
3. How many weeks have you lived?
4. How long ago was 1937?
5. How long ago was February 14?
6. How many days until your birthday?
7. How many months are between the 4th of July and Christmas?

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resources for Math

Practical Math,Book 1, H. Lewis Watkins, Steck-Vaughn Company, Austin, TX, 1982. This is the first of three books available in a series that provides exercises for learning basic math skills at an appropriate level for senior adult learners. Each section begins with a placement survey (a pre-test) and ends with a review survey (post-test). Topics include: whole numbers and decimals, common fractions, and percents.

Practical Math, Book 2, H. Lewis Watkins, Steck-Vaughn Company, Austin, TX, 1982. This is the second book of the series noted above. Topics are more advanced and include: working with tables and graphs, working with measures, working with formulas, and algebra concepts.

Practical Math, Word Problems, H. Lewis Watkins, Steck-Vaughn Company, Austin, TX, 1982. This is the third book of the series noted above. Basic steps in how to solve word problems are presented. Topics include: graphs, tables, and measures, common fractions, percents, geometry, formulas and algebra.

Mathematics in Daily Living, Nerissa Bell Bryant and Loy Hedgepeth, Steck-Vaughn Company, Austin, TX, 1985. This is a series of books covering a number of math areas. The material is well presented at the appropriate level for adult learners. In addition, each unit is followed by a section on coping skills relevant to the skills learned. An example in the first book is the unit on fractions followed by a discussion of income tax forms. Sample forms are included. The workbooks are as follows:

1. *Fractions*: whole numbers, Roman numerals, adding fractions, subtracting fractions, multiplying fractions, and dividing fractions.
2. *Decimals and Percents*: reading and writing decimals, comparing decimals, adding decimals, subtracting decimals, multiplying decimals, dividing decimals, fractions and decimals, decimals and percent, fractions and percents, and figuring percentages.
3. *Measurement and Geometry*: measurement, squares and cubes, rectangles and rectangular solids, triangles, and circles and cylinders.

Mathematic Skills Book, Steck-Vaughn Company, Austin, TX, 1984. A series of three workbooks. Each book contains a series of various activities for each skill area represented. The workbooks are as follows:

1. *Mathematics Skills Book 5500* - Operations with Whole Numbers
2. *Mathematics Skills Book 7700* - Operations with Decimals and Percents
3. *Mathematics Skills Book 8800* - Solving Word Problems

Arithmetic Skills Worktext, Second Edition, Calman Goozner, Amsco School Publications, Inc. New York, N.Y., 1988. This is an extensive workbook with twenty-three units on various areas in math skills. It is designed as a one-year curriculum, however, parts are easily taken from context for individual class needs.

Skills for Everyday Living, David H. Wiltsie, Motivation Development, Inc. Bishop, CA, 1980. This book covers a wide range of project-type problems similar to those learners will face in everyday living. Each project requires the use of certain basic math skills. Topics include: making telephone calls, the phone bill, using a bus schedule, social security, percent in the marketplace, comparing prices at the market and other age appropriate areas.

Physical/Earth/Space Science

Instructional Goal

A. Understand the importance of water.

Activity

Read the facts about water to learners. Encourage group discussion.

1. Our human bodies are made up of approximately 65% water. What happens when our bodies do not get enough water? We become dehydrated. The symptoms of dehydration are dizziness, constipation, fatigue, headaches, and lack of concentration.
2. Every drop of water you drink contains molecules of water that have been used countless times before.
3. Almost every drop of water used finds its way to the ocean It is evaporated by the sun and falls back to earth as rain. How does water get to the ocean? Lakes evaporate to the clouds, clouds turn into rain, streams flow into rivers and rivers flow into oceans. Sometimes sewage is dumped into rivers or the ocean.
4. Why are most cities and towns built near water? People need a source of water to survive. Large bodies of water are also used as transportation sources. Can you name a large city near water? Can you name a city with a large trading port?
5. All life processes require water, from taking in food to ridding body waste. Can you name other uses of water? Cooking, hygiene, cleaning clothing and other things, brushing teeth, preparing beverages, irrigation of farms, watering gardens, hydro-electric plants, industry uses.
6. What is water used for the most? Industry, such as making zippers and automobiles.
7. Only about 3% of the world's water is fresh. 97% of the earth's water is salty. Since we don't drink water from the oceans, does it matter if our oceans become polluted? Yes, because ocean water evaporates into the clouds and then rains down on the land. Also, fish live in the oceans, and we eat fish.
8. If you leave water uncovered in a glass for a few days, some of the water disappears. What causes this to happen? The small particles (molecules) in water are always moving, although we can't see this with our naked eye. The particles at the top break free and enter the air as vapor. When water boils the water moves very fast and breaks away faster.
9. Water can be a solid, liquid, or a gas. Can you give an example of each? solid/ice, liquid/water, gas/steam
10. Can you name sources of water? Rain, rivers and lakes, the ground, well water, dams/reservoirs, streams, and ponds. We usually store water in large tanks and distribution pipes.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

B. Understand weather and the factors affecting weather.

Activity

Read the following facts to learners and encourage group discussion:

1. The most violent of all storms is the tornado. The funnel may swirl at speeds up to 400 mph. Have you ever seen a tornado?
2. Hurricanes are large, whirling storms that form near the equator on the oceans. Hurricanes hit land with great force bringing huge waves, heavy rains, flooding and thunderstorms which spawn tornados. Why do hurricanes always form in late summer? Because the ocean water is at its highest temperature at this time.
3. Why are there so many afternoon thunderstorms in Florida? Thunderstorms develop during hot, humid, weather when large, puffy clouds grow to reach heights up to 80,000 feet. At that height, the temperature is well below freezing. Inside these high clouds, air currents move up and down as fast as 5,000 feet per minute. That is very fast! The water vapor in the clouds turns to water rapidly, resulting in a downpour. The motion of the air causes electrical charges in a cloud called lightning. When lightning flashes, it heats the air, the air expands, this expansion of air causes a clapping noise called thunder.

Weather Terms:
Temperature: determines the amount of heat in the environment.
Air Pressure: is the force of air pushing on the earth. A low pressure is warm air. A high pressure is cool air.
Front: is a zone where a cool air mass meets a warm air mass. Most changes in weather occur along fronts.
Air mass: a large body of air that forms over a region in which the temperature is fairly constant.
Humidity: amount of water vapor in the air.
Precipitation: moisture that falls from clouds in the form of rain, snow, sleet, or hail.

Weather Records:
Highest temperature: 136 degrees in Azizyah, Libya.
Lowest temperature: 128.6 degrees in Antarctica (South Pole)
Driest place: Africa, Chile. No rain fall for a 14 year period.
Heaviest rainfall: 73.62 inches on Cilaos, an island in the Indian Ocean.
Wettest place: Mount Waialeale, on the island of Kauai, Hawaii. Average rainfall 460 inches per year.
Largest hailstone: On September 3, 1970 in Coffeyville, Kansas. 17 1/2 inches and weighed 1 and 2/3 pounds.

Source: Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.

Activity

It takes the earth one year to complete one rotation around the sun. The sun is the primary source of light and heat on our planet. Seasons are determined by the position of the earth in its orbit around the sun. This is why some places in the world do not experience the same season at the same time. There are four seasons in one year. Ask learners to list unique and important patterns in the natural rhythm of our seasons. Also, ask learners to name specific activities we do in the particular seasons, showing the dependence our daily lives have on the relationship between the sun and earth.

Spring:	Pollination of plants; plants grow; in colder climates snow melts, sometimes causing flooding; crops are planted.
Daily life:	Spring cleaning, yard work, gardens planted, fall in love.
Holidays:	What holidays fall between March 20 and June 20? Easter, Passover, Mother's Day, Memorial Day, Father's Day. * Southerners tend to think of Spring ending in May
Summer:	Active growth of plant life. Because the oceans are now at their warmest levels, conditions are best for hurricane formation.
Daily Life:	Picnics; vacations; swimming; boating; gardening; farmers hoping for rain, but not too much rain; canning fruits and vegetables.
Holidays:	What holidays fall between June 20 and September 22? Independence Day, Labor Day, Grandparents Day, Rosh Hashanah.
Autumn:	Harvesting time for fruits, vegetables, nuts. Animal kingdom prepares for winter. Chlorophyl in plants begins to die, thus creating beautiful colors in leaves. Weather begins to chill due to the earth's position in relation to the sun.
Daily Life:	Harvesting from garden; preparing for school to begin. Football games broadcast on TV and in stadiums; people bring out warm clothing and gather firewood, more indoor activities begin to dominate; daylight savings time changes.
Holidays:	What holidays fall between September 23 and December 22. Yom Kippur, Columbus Day, Halloween, Election Day, Veterans Day, Thanksgiving, Hanukkah begins.
Winter:	Dying time of the year. Many plants have now died. The earth, from where you are standing, is now as far from the sun as possible. That is why the plants die and the climate becomes cold. What would happen if there was no sun?
Daily Life:	Many animals hibernate, which means their body functions slow down. Can you name an animal that hibernates in a cave? The nuts the squirrels harvested in the fall are now serving their purpose. Winters can be very harsh in some parts of our country and world. Can you name the coldest state in our country? (Alaska) The coldest continent? (Antarctica, South Pole). Warm by fireplace, drink hot beverages, read books, play chess, checkers, write letters.
Holidays:	What holidays fall between December 23 and March 20? Christmas, New Year's Day, Martin Luther King, Jr's. birthday, Lincoln's birthday, Valentine's Day, President's Day, Washington's birthday, and St. Patrick's Day.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Activity

Ask learners to pretend they are listening to the radio. They might want to close their eyes. Then read a portion of the "local forecast" from the newspaper or other available source. It may be fun to ad-lib additional comments to imitate the radio announcer.

Ask the learners specific questions about the forecast. How warm will it get today? What does 30% chance mean? What is a temperature in the mid 70's?

Source: *Activities for Special Needs, Writing Team, 1986 (Activity Revised 1990).*

Instructional Goal

C. Identify natural resources and understand their importance.

Read the following facts to learners. Encourage group discussion.

1. Resources are products and features of the earth that permit the earth to support life and the needs of people. Can you name resources that are renewable (used over and over again). Sunshine, oxygen, climate, water.
2. Can you name resources which are non-renewable (when this resource is gone, no more of it is left). Mineral fuels such as, petroleum, coal, natural gas and other raw minerals from the earth.
3. What natural resources are found in the oceans? Fish, salt, iodine, magnesium, nickel, copper, cobalt, pearls, sponges, and seaweed. Seaweed is used to make fertilizer, medicine, ice-cream, salad dressings, pickles, cosmetics, candy, wrappings for sushi. Petroleum can also be found under ocean floors.
4. People dump all sorts of things in the oceans (raw sewage, tons of concrete, metal refuse such as old cars, barges full of garbage, even radioactive waste). New ways of waste disposal must be found. As our population grows, we must take better care of our oceans if we want to continue harvesting fish.
5. Can you name natural resources that are used to generate energy (heat, light, power)? Coal, wood, oil, and water.
6. Petroleum is the natural resource used to make gasoline. Petroleum is called the life blood of the industrial nations. Can you name ways in which our country depends on oil? Car engines, farm machinery, trucks which transport goods, electricity for houses and businesses, ships and trains.
7. What are some disadvantages of being dependent on petroleum? Petroleum oil leaks from tanker spills and off-shore drilling accidents pollute water, damage beaches, and destroy wildlife. The United States' dependence on other country's petroleum products also makes us vulnerable to other country's policies.
8. What natural resources are found in Florida? Beaches, lakes and rivers, sunny climate, thick forests, and citrus products. Florida also has the largest deposits of

phosphates, more than any state in the U.S. (phosphates are primarily used to make fertilizers). What would happen to our economy if our beaches became polluted?

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

D. Understand the concept of electricity.

Activity

Ask learners to write a schedule for a typical day in their life. (i.e. 8:00 Take a shower, 8:30 Eat breakfast, 9:00 get dressed.)

Then ask learners to determine which activities involve electricity. Using class examples, discuss the impact of electricity on every day life.

Sample discussion questions:

1. How would taking a shower change without electricity? No hot water.
2. How would our clothing choices be different without electricity? Hand sewn.
3. How would our diets be different without electricity? No fast food.
4. How would our media be different without electricity? No television.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

E. Understand the concept of energy and matter in everyday life.

Activity

Heat influences our everyday lives. Modern technology has created ways in which we can affect our day to day tasks and needs. Can you name some ways in which heat influences our lives? Cooking on stoves, heating and cooling homes, refrigeration of food. Heat also affects our weather.

Temperature can:
Change the state of matter
Cause something to freeze, thaw, melt or explode
Cause matter to evaporate or turn into steam
Cause matter to dehydrate

The freezing point for water on a Fahrenheit scale is 32 degrees.
The boiling point for water on a Fahrenheit scale is 212 degrees.
The freezing point for water on a Celsius scale is 0 degrees.
The boiling point for water on a Celsius scale is 100 degrees.

Ask learners to identify the following matter as solid, liquid or gas:

Water/liquid
Steam/gas
Ice/solid
Petroleum/liquid
Wood/solid
Oxygen/gas
Phosphates/solids
Coal/solids
Hydrogen/gas
Hot Ice/solid
Boric Acid/solid
Ginger Ale/liquid
Cobalt/solid
Carbon Monoxide/gas
Salt/solid

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

F. Understand the solar and lunar influence on earth.

Activity

The sun is really a very hot star. The planet, known as Earth, is one of nine planets that revolve around the sun. This system of planets rotating around the sun is called the solar system. We get our heat and light from the sun. The sun is our principal source of energy. The moon is not a planet. The moon is a natural satellite. The moon rotates around the earth. It takes the Earth 24 hours to turn one time.

Discuss the following asking questions:

1. One day = 24 hours
2. 7 days = one week
3. 4 weeks = one month
4. The time it takes for the moon to rotate around the earth = one month
5. Days in one month = 28 - 31

6. Weeks in one year = 52
7. Days in one year = 365
8. Months in one year = 12
9. Seasons in one year = 4
10. Amount of time it takes for the Earth to complete one trip (rotation) around the sun = one year

The following are other time factors. Give learners a time factor and ask them to give its equivalent.

1. 30 minutes = 1/2 hour
2. 60 minutes = 1 hour
3. 60 seconds = 1 minute
4. 15 minutes = 1/4 hour
5. 3/4 hour = 45 minutes
6. 1/2 day = 12 hours
7. 24 hours = 1 day

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Instructional Goal

G. Understand the importance of the environment and environmental protections.

Activity

Ask learners to brainstorm about environmental problems associated with Florida's population growth, water and land. Organize and chart their ideas. They might classify their ideas by such topics as air pollution (acid rain and smoke), water pollution, natural disasters (fire, floods, soil erosion), and conservation of natural resources (renewable and non-renewable). Have learners collect and share newspaper and magazine articles in these areas. Discuss ways people can help solve these environmental problems.

Source: *Science and Health Curriculum, Leon County Schools, Fifth Grade, 1989 (Activity Revised 1990).*

Activity

Discuss the following quiz as a group:

1. It takes the following number of gallons of water to flush a toilet. a) 1 gallon b) 3-5 gallons c) 5-7 gallons
2. It takes the following number of gallons of water to wash dishes by hand. a) 5-7 gallons b) 10-13 gallons c) 20 gallons
3. It takes the following number of gallons of water to run a dishwasher. a) 5-7 gallons b) 10-13 gallons c) 2 gallons

4. How much water does the average person use per day? a) 25 gallons b) 75 gallons c) 168 gallons
5. How much water does the average residence use per year? a) 50,000 gallons b) 75,000 gallons c) 107,000 gallons

TRUE AND FALSE:

1. The grizzly bear is on the endangered species list. True
2. The Florida panther is on the endangered species list. True
3. One reason many birds have disappeared is from eating lead bird shots they mistake for food. True
4. More birds than any other animal have become extinct. True
5. The ingestion of spent lead shot is responsible for killing two million birds per year. True
6. Disappearing wetlands is another reason that our wildlife is declining. True
7. Our national emblem, the Bald Eagle, is on the endangered species list. True
8. The best way to reduce automobile emissions is to remove your car's muffler. False; install a catalytic converter.
9. It is too expensive to change our habits and make the effort to clean up our planet. False; it is too expensive not to clean up our planet. If nature becomes too harmed by our pollution, the human species will die.

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*
Resource: *World Almanac, Script Howard Co., 200 Park Avenue, New York, NY 10166 and the Tallahassee Democrat.*

Activity

As a class, discuss the following quiz:

1. The United State makes up: a) 5% of the world's population b) 10% of the world's population c) 15% of the world's population
2. The United States contributes: a) 50% of the world's garbage b) 25% of the world's garbage c) 15% of the world's garbage
3. Last year, residents of Leon County produced: a) 200,000 tons of garbage b) 100,000 tons of garbage c) 50,000 tons of garbage
4. At the present rate of depositing waste, the Leon County Sanitary Landfill will be to full capacity in: a) 10 years b) 20 years c) 25 years
5. Because of the tremendous amounts of garbage deposited daily, the United States must find: a) 250 new dumping grounds per year b) 350 new dumping grounds per year c) 500 new dumping grounds per year

TRUE OR FALSE.

1. Once trash is safely buried in a contained dumping ground, we are safe from contamination. False; buried trash seeps into our soil and gets into our water supply system.

2. The solution to burying garbage is to burn it. False; burning trash, especially plastic, pollutes our air.
3. You should ask for plastic bags at the grocery store instead of paper bags. False; plastic does not naturally dissolve in nature.
4. When we shop, we should put as many items as possible in one bag. True; even though it might seem like a small thing to do, small things can add up collectively to make great strides in cleaning up our world.
5. As we generate more garbage, we waste more of our natural resources, such as land, air, and water. True
6. Even though our world is becoming more polluted everyday, there is nothing the average person can do to help the situation. False; in order for our world to stay clean every person alive must contribute in simple ways.
7. A stack of newspapers three feet high equals a tree, 30 feet high. True; it takes a tree of 30 feet high to make a stack of newspapers three feet high.
8. Every ton of recycled paper saves 17 trees. True
9. Trees are pretty but not that important to human survival. False; trees are a major contributor to our oxygen supply; they prevent soil erosion; they provide protection from powerful winds; and they provide shelter for many animals in the food chain.
10. Residents of Leon County are requested to save all newspapers and put them in their green recycling bins. True; if you save all your newspapers and then allow them to be recycled, you will be doing a lot to help our world.
11. One simple way we can help save trees, is to use both sides of a piece of paper. True; be aware that paper is precious; it is not something to be wasted.
12. The five items that citizens of Leon County are required to save for recycling are: 1) newspapers, 2) plastic milk, juice and soda-pop bottles, 3) glass, 4) aluminum cans, and 5) tin cans. True
13. You should tear off the paper from all your recycled glass, plastic and tin cans. False; you do not have to tear off paper from these items. However, you are requested to rinse out your tin cans.
14. Every time we recycle a glass jar we help reduce air pollution and water pollution. True
15. Our bodies consist of 50% water. False; our bodies consist of 70% water.
16. It does not really matter if our oceans get polluted. False; sea water evaporates, forms clouds, clouds turn into rain, and the rain feeds our crops and forms our drinking water.
17. For every tin can recycled, we save 1/4 cup of gasoline. True
18. Every time we recycle, it makes us feel good, because we know we are helping ourselves and each other. True

Source: *Life Skills Resource Guide for Senior Adult Learners, Writing Team, 1990.*

Resource: *Recycling, A Guide to Leon County Tallahassee Residential Recycling.*

Resources for Physical/Earth/Space Science

The Wonders of Science: The Earth and Beyond, Joan S. Gottlieb, Steck-Vaughn Company, Austin, TX, 1986. Although some activities are not age appropriate for senior adult learners, information is good and most activities can be easily adapted to fit individual needs. Topics include: the solar system, climate and weather, the earth, minerals and rocks, and conservation.

Readings in Physical Science, Cambridge, The Adult Education Company, New York, N.Y., 1987. This workbook is divided into the following units: The Nature of Matter, the Nature of Motion and Energy, and Earth Science. Each section offers learning goals, summaries, vocabulary, discussion questions and activities. Each unit also provides a unit test. The book is well organized and easy to follow.

Content Area Reading Skills: Science, Level F, H. Alan Robinson Maxine Hall, and Mildred Kuntz, EDL/McGraw-Hill, New York, 1980. Although the text is intended as a reading guide, the information is presented in a concise manner that lends itself to short unit studies. Content is presented in short pieces, 1-3 pages, and followed by a number of activities to reinforce the learning process. Areas covered include: Environmental Changes, Food and Overpopulation, and Energy.

Basic Science for Living: Book 1 - Earth and Science, Third Edition, Jewel Varnado, Steck-Vaughn Company, Austin, TX, 1986. Each unit is divided into 3-7 lessons. The lessons are relatively short, 1-2 pages of large print, and are followed by a lesson review. Part A of the reviews are not appropriate for senior adult classes; however, Part B of the reviews contains multiple choice, true/false, or fill-in-the-blank quizzes that are useful. Topic areas include: The Universe, Air, Water, Weather, Plants, Animals, and additional areas appropriate for life science.

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